

College and
Research Libraries

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College and Research Libraries

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What Do the Members of A.C.R.L. Want?

THE Association of College and Reference Libraries, at its Buffalo meeting, June 1946, instructed its Committee on the Relations of the A.C.R.L. to the A.L.A. to send to all A.C.R.L. members a request for a statement of preferences in regard to the activities which might well be performed by a national professional library association. The committee also attempted to obtain the opinion of members in regard to the location of a possible A.C.R.L. headquarters.

The responses to the requests indicated that a majority of the members of A.C.R.L. did not have enough information or enough interest to fill out the blanks. About one-third of the membership responded, and many statements were returned with a note that the signer had not sufficient information to fill out all answers intelligently. The returns, however, are worthy of study.

The requests were prepared after careful study and consideration by several members. Two comments almost immediately received were contradictory: the first, that the questionnaire was "loaded" from the standpoint of A.C.R.L.; the second, that the questionnaire was so worded as to favor A.L.A. Obviously, the reaction to the wording of the statement of preferences depended upon the point of view of the individual reader. The committee strove earnestly to make the questions as factual as possible.

Location of A.C.R.L. Headquarters

The answers to the questions in C-1 of the request were the most clear-cut. These

questions were intended to ascertain the opinions of members in regard to the location of A.C.R.L. headquarters. The returns indicated the expense in maintaining A.C.R.L. headquarters was the most influential factor in determining opinions.

In answering the question whether A.C.R.L. headquarters should be located at A.L.A. Headquarters or at some library apart from A.L.A. Headquarters provided the cost were the same, 273 members felt that it should be located at A.L.A. Headquarters and 270 expressed the opinion that it should be located elsewhere. Certainly this vote indicated no decided opinion on the part of the association. Ten members filing returns expressed no opinion.

The next question inquired whether A.C.R.L. headquarters should be located at A.L.A. Headquarters if the cost for maintenance were greater at A.L.A. Headquarters. The vote was as follows: 395 felt the office should be located elsewhere as against 136 members favoring A.L.A. Headquarters; 22 did not vote.

On the other hand, if the cost were greater at a headquarters apart from A.L.A. than at A.L.A. Headquarters, 334 favored location at A.L.A. Headquarters and 186 apart from A.L.A. Headquarters; 33 did not vote.

The expression of opinion in regard to the site of location of A.C.R.L. headquarters if it should be placed apart from A.L.A. was as follows:

360 at some university library center
102 independent of any educational institution

23 at some reference library
20 at some college library
48 not voting

Three hundred two members of the association felt that headquarters should be located in Chicago; 167, close to Chicago; 28, New York; 19, Washington; 12, at some other city; 25 indicated no preference.

A.L.A. Bulletin or College and Research Libraries?

To the next question, Section C-2, the answers were decisive. The committee inquired whether members would prefer to receive as a partial return for their membership dues the *A.L.A. Bulletin or College and Research Libraries*. Four hundred twenty-two members stated they would prefer to receive *College and Research Libraries*, while one hundred three preferred to continue to receive the *A.L.A. Bulletin*. Nineteen voted that they wanted both publications; nine did not vote. Obviously a great majority of members of A.C.R.L. would prefer to have *College and Research Libraries* sent to them without additional payment rather than the *A.L.A. Bulletin*.

What Type of Executive Office Do Members Want?

The committee, at its June meeting, had some argument as to the kind of executive secretary A.C.R.L. needed. Since we wanted to work in a democratic fashion, we submitted the question to the members. In Section D we asked members to check one of the two following statements:

1. In theory I would prefer a high-powered executive secretary with as large a force as feasible to carry on the business of the association,

OR

2. I would prefer to see within the A.C.R.L. decentralization with more emphasis on the work to be done by officers and

committees and with less work concentrated in headquarters, although a full-time paid executive secretary would be necessary to stimulate and coordinate the activities of committees.

The first question was checked by 147 and the second question by 392. Fourteen did not vote. In view of discussions with individual members, correspondence, and statements submitted with the returns, the following interpretation may be justified. Apparently a majority of the members of the association believed much of the work of the association should be done through committees; they did not want a high-powered executive secretary who, as some expressed it, might be the "boss" of the association rather than its servant. Comments indicated that many members felt that the organization of the executive office should follow the example of S.L.A. and that the A.C.R.L. should rely chiefly on work of committees. Indeed, many members expressed the opinion that the S.L.A., as a functioning organization, had been much more successful than the A.L.A. in arousing interest and support. Some, especially those in scientific and technical libraries, thought that A.C.R.L. should combine with the college section of S.L.A. The executive secretary of A.C.R.L. should assist in the work of committees and should be able to recommend members who are able and willing to assist in performing some of the duties which devolve upon a national association. This assignment of work to committees implies an allocation of funds to committees which function. The office of the executive secretary should be in part a clearing house for the work of sections, boards, and committees.

Activities of a National Organization

Probably more important was the attempt of the committee to obtain the statement of the fields of professional activity

which members felt were the most needed. Members were requested to rank ten different proposals in the order of their preferences. In the computation of the returns of Section B we have allowed ten points for each vote for first place, nine points for second place, etc. One point was allowed for tenth place. By this method of tabulation, the following results were obtained:

Points	Not Voting	Activity
3648	20	Publications directly and chiefly concerning college and university libraries.
3198	33	Research studies on the functions of college and university libraries, on college library personnel, etc.
3051	24	Development of relations with educational associations in the field of higher education and development of contacts with college presidents, library committees, and professors.
2771	29	Compilation of statistics on college, university, and reference libraries.
2684	45	Studies in the field of professional education for college library personnel.
2647	40	Placement of college and university library personnel.
2246	48	Build up membership of A.C.R.L. by a publicity campaign and by work with A.C.R.L. committee.
2214	37	Work with and stimulate committees of A.C.R.L. and A.L.A., insofar as college activities are concerned, and with section leaders of A.C.R.L. to increase their functioning. Coordinate the work of such committees.
2113	43	Expand <i>College and Research Libraries</i> and issue the periodical monthly instead of quarterly.
1727	43	Arrange for the executive secretary of A.C.R.L. to attend as many state and regional meetings as reasonable and attempt to build up strong state and regional organizations.

Forty members left this entire group blank. The members regarded as the foremost important activities: publications, research studies on the functions of college libraries, development of relations with educational associations, and statistics. Several comments were received expressing the belief that placement, ranked sixth, should be performed, not by national associations, but by personnel departments of library schools. It should be noted that activities ranked low on the list were not regarded necessarily as unimportant.

Should A.L.A. or A.C.R.L. Function in Certain Described Areas?

Finally, the committee attempted to ascertain whether A.L.A. or A.C.R.L. should

perform certain functions. The table on the following page represents the opinions of members.

Seven members left this entire group blank. At least two conclusions can be drawn from that table. The members believed that there are many fields with which A.C.R.L. is primarily concerned and which require far-reaching efforts of an

executive secretary and committees of the association. Many members also believed that certain activities relating, at least in part, to college, university, and reference libraries must be performed jointly by A.L.A. and A.C.R.L. since many of these activities affect groups other than college and reference librarians. The writer would interpret the returns on this question as requiring close relations between A.C.R.L. and A.L.A., possibly even to location, on a trial basis, of headquarters of A.C.R.L. at A.L.A. Headquarters, unless other factors appear which may cause difficulties.

Conclusions

Certain conclusions may be summarized.

First, the rank and file of members of

<i>A.C.R.L.</i>	<i>A.L.A.</i>	<i>Both</i>	<i>Not Voting</i>	<i>Function</i>
487	7	50	2	Publications directly and chiefly concerning college and university libraries.
5	274	260	7	Publications more general but with some relation to college, university, and reference libraries; as, for example, a book on general library administration.
423	41	79	3	Compilation of statistics on college, university, and reference libraries. (It is presupposed that the U.S. Office of Education will not be able to publish these statistics satisfactorily.)
193	77	267	9	Placement of college and university library personnel. (If you think placement service for college librarians should be combined with placement service for all types of librarians, answer this question by "A.L.A." or "Both".)
507	2	34	3	Research studies on the functions of college and university libraries, on college library personnel, etc.
397	20	121	8	Studies in the field of professional education for college library personnel.
410	15	112	9	Development of relations with educational associations in the field of higher education and development of contacts with college presidents, library committees, and professors.
422	4	109	11	Build up membership of A.C.R.L. by a publicity campaign and by work with A.C.R.L. committee.
158	11	349	28	Work with and stimulate committees of A.C.R.L. and A.L.A., insofar as college activities are concerned, and with section leaders of A.C.R.L. to increase their functioning. Coordinate the work of such committees.
204	60	272	10	International relations, as affecting colleges and university libraries.

A.C.R.L. either were not interested in filling out the statement or did not have sufficient facts on which to base their opinions.

Second, a great majority would prefer to receive *College and Research Libraries* rather than the *A.L.A. Bulletin* as a partial return for their payment of dues.

Third, the functioning of a placement agency was not regarded as important as many of us had thought. On the other hand, publications, research studies, and statistics were rated high.

Fourth, the association prefers to work chiefly through committees with an executive office to serve as a clearing house.

The committee is grateful to the members of the association who filled out con-

scientiously the statement of preferences and especially to those who sent in letters and comments and also to those who have spent considerable time in discussing with the chairman and other members of the committee the possible development of professional associations of librarians. The 553 members replying to the request have rendered a great service in giving a picture of their opinions. The number of replies was certainly sufficient to justify the conclusion that they represent the opinions of A.C.R.L. members. There is now no reason why the questions considered should be raised again for debate.

Action by A.C.R.L. and A.L.A. Committees and by the A.L.A. Budget Committee and Executive Board at Their September-October Meetings

The resolutions adopted by the Committee on the Relations of the A.C.R.L. to the A.L.A. but not presented to the association in June, the action by A.L.A. Council, by the Executive Board, and by A.C.R.L. at their June meetings were published in full in the *Library Journal*.¹

At meetings held in September 1946 the special Committee on Relations of Divisions to the A.L.A. voted as follows:

1. That the A.L.A. should try to achieve such participation by all subject groups and geographic units as will enable each member to have, and to feel that he has, a share of responsibility for A.L.A. support, policies, and activities.

2. That the autonomy in matters affecting primarily their own members and institutions provided by the Constitution and By-Laws to divisions and, so far as possible to sections, should be made effective; and that additional efforts should be made to give divisions a proportionate share of responsibility for policy making and activities, including special projects, which affect them as well as other groups.

3. That machinery be provided which will enable the chapters, while retaining the autonomy they have always enjoyed, to have a large share in policy making and activities primarily in order that due consideration may be given to regional and state differences in library needs and possibilities.

4. That decisions as to what matters are of concern to the A.L.A., even while affecting interests of subject groups and chapters, must often be made by the A.L.A. Council for policy and the Executive Board for administration; and that these bodies should, therefore, be made as fully representative of all groups as possible.

5. That the Headquarters staff (wherever located) is to be considered as a secretariat for the Association as a whole; that its interests should be as wide as those of the whole Association including divisions, sections, round tables, chapters, boards, and committees; that, although perfect balance in emphasis in any one year is not to be expected, there should be

reasonable distribution of emphasis in a decade.

6. That large divisions and other major interests should be represented by specialists; that each specialist should be responsible primarily to a board of directors of a division or, if there is no division in the special field, to an appropriate board or committee; that the work of each specialist should be so tied with the work of other specialists and with other activities of the Association as to enable all parts of the organization to derive some benefit and the Association as a whole to gain strength from the work of the specialist.

7. That efforts should be made continuously to increase the representative character of committees and boards as a means of facilitating participation of all groups in activities in which they are interested.

8. That A.L.A. and its constituent groups and other library organizations should provide for continuous study of their relations to each other, to the end that autonomy for special groups may be attained and solidarity achieved for the profession as a whole.

It was voted: That this committee recommends that the Fourth Activities Committee consider the possibility of a universal membership in local, state, and regional associations, and the A.L.A.

That, in view of the above recommendation and having in mind Recommendation 1 of the A.C.R.L. committee (Exhibit B), this committee further recommends that the Fourth Activities Committee consider the division of membership dues between the A.L.A. and the divisions.

That, with reference to A.C.R.L. resolutions two and four (Exhibit B), this committee recommends to the Budget Committee, the Executive Board, and the Council, subject to approval by A.C.R.L.:

a. That funds be appropriated for a full-time professional librarian to serve as executive secretary to the A.C.R.L. with secretarial assistance.

b. That the committee believes further study should be given to the question of allocating to certain divisions income from the endowment funds of the Association.

c. That the work of the A.C.R.L. executive secretary be supervised and controlled by

¹ *Library Journal* 71:1005-10, August 1946.

A.C.R.L.; that he also serve as the college and reference specialist for the profession; that the Executive Board invite and urge A.C.R.L. to establish its office at A.L.A. Headquarters.

d. That this committee believes that further consideration should be given to the proposals regarding divisional control of dues, the allocation of endowment income to divisions, a possible federation of library associations, and related matters. It believes, however, that these matters are of such fundamental importance that they should receive longer-term consideration by the Fourth Activities Committee and, therefore, should not be considered at this time. It recommends, however, that this special committee on relations be continued and especially charged with the responsibility of reviewing the question of divisional relations with respect to such matters as must have immediate attention.

The Executive Board approved Recommendations 1 to 8 as presented by the special Committee on Relations of Divisions of the A.L.A. as noted above. Also, in substance, the resolutions in regard to universal membership and the reference to the Fourth Activities Committee of the resolutions in regard to distribution of dues were approved by the Executive Board. Resolutions b, c, and d of the special Committee on Relations of Divisions to the A.L.A. were approved. Recommendation by the Budget Committee providing for an allotment to A.C.R.L. for the office of executive secretary at an annual rate of \$10,000 was approved. The allotment of \$6,667 was made to take effect Jan. 1, 1947, since A.C.R.L. could not arrange for the establishment of its office earlier. The budgetary year of A.L.A. commences September 1 and hence only two-thirds of the allotment would be needed for the first year.

The Executive Board also endorsed the recommendation of the special Committee on Relations of Divisions to the A.L.A. that A.C.R.L. be invited and urged to locate its headquarters at A.L.A. Headquarters.

The action by the Executive Board at its October meeting, together with action by Council and by the Budget Committee and special committee, indicated an understanding of the needs of A.C.R.L. The various resolutions endorse the principle of autonomy for divisions in the management of activities within their own fields. It was agreed that the final decision on the question of location of A.C.R.L. headquarters rested with A.C.R.L. No conditions were attached to the allotment of \$6,667 for the office of executive secretary of A.C.R.L.

The response of A.C.R.L. to this action cannot be immediately forthcoming. The writer believes that the proposals made by the Executive Board will satisfy the immediate needs of A.C.R.L. and that additional questions can be studied more at leisure. Naturally, the next year or two will be a period of experimentation. Certainly great progress has been made in finding a solution to such questions as the autonomy of divisions, the maintenance of adequate executive offices for divisions, and the field of relationships of A.L.A. and A.C.R.L. The Executive Board, the Budget Committee, and the special Committee on Relations of Divisions to the A.L.A. deserve credit for their consideration of the problem of A.C.R.L.

The officers and committees of A.C.R.L. now have an opportunity to concentrate efforts on the development of a strong organization which will contribute much to the future of college, university, and reference libraries. During the next few years this development will require much study and thought by the entire membership. The opportunity has been given us.

Future of A.L.A. and A.C.R.L.

The following considerations are the result of much correspondence and discussions with many librarians. The writer, how-

ever, is solely responsible for the ideas expressed.

Future trends can at times be ascertained from a study of past events. The American Library Association in 1900 had 874 members. The Association of College and Reference Libraries now has over 1600 members; the A.L.A. membership has risen to about 16,000. The A.L.A. had a full-time paid Secretary in 1911 when its membership was 2,046, not much greater than the membership of A.C.R.L. today.

Although A.L.A. Headquarters has developed to a very great extent since 1920, the organization of the Association shows little radical change in spite of the reports of three activities committees. The name of "sections" has been changed to "divisions," the number of sections has been greatly increased, but fundamentally the organization of A.L.A. remains about the same.

A new factor, however, has appeared in the organization of professional librarians. Before 1900 the A.L.A. could be said, with some accuracy, to represent the entire group of professional librarians within the United States. Before 1898 there existed apart from the A.L.A. only one national association of librarians, the National Association of State Libraries. Now, an examination of the list of national library associations in the *A.L.A. Handbook*, December 1945, indicates that there are today about fourteen national library associations, one of which, the Special Libraries Association, has a membership of about 4,300. Nine of these associations were founded since 1920; seven since 1930. The Council of National Library Associations was organized in 1942, partly to provide an organization which could represent all librarians and all types of libraries. Obviously with fourteen or fifteen separate library associations, the A.L.A. can no longer speak for all libraries

and all librarians. The Council of National Library Associations is not at present organized to permit adequate functioning as a body representing the entire library profession.

Is the present trend to continue? Are we to have an increasing number of national library associations representing special fields of activity or special groups? Can the A.L.A. become an organization which will enable it to represent all types of libraries and all librarians, or will the A.L.A. become simply one of many library associations?

These are the factors which influenced the A.C.R.L. committee to present proposals which would point the way to the development of the A.L.A. into a holding corporation. There are two options. The A.L.A. might combine with the Council of National Library Associations to form an overhead association which would include within its organization all specialized groups. Such an association would necessarily have far more authority than the present council. Dues would be collected by the member associations. A proportion of the dues would be transferred to the reorganized council after its consolidation with A.L.A. The member associations would have their own executive offices; certainly some of them would be at A.L.A. Headquarters, some would not. Even such organizations as the Association of Research Libraries could continue their unpaid secretaries with their headquarters wherever they might decide. The reorganized A.L.A., possibly with the subtitle Council of National Library Associations, could maintain its chief headquarters in Chicago, if it so desired, with branch headquarters in New York and Washington. Member associations might prefer to have their headquarters at the New York, Washington, or Chicago branches. Librarians

would have only one bill a year for dues. The dues would be paid to member associations and a proportion, to be agreed upon later, would be transferred to A.L.A. to support activities which concern the profession as a whole or several member associations. The member associations would have complete autonomy on matters affecting primarily their own fields.

The second option, of course, is to continue as we are. We can then look forward to the creation of many more national library associations. Librarians and libraries will be requested to pay dues to many different associations. Even at present some of us are members of four or five national library associations. We shall have conflicts, overlapping activities, and eventually almost a chaos.

What are some of the advantages in the form of organization envisaged by the A.C.R.L. committee? Its proposals represent a decentralization of certain aspects of control and hence greater democracy. Some decentralization must be made if members are to retain their interest. More attention must be given to the consideration of the needs of minority groups. More attention must be given to opportunities for participation in our councils, discussions, and activities by the rank and file of our members.

These considerations apply not only to national associations but to state and regional organizations. Many comments were received listing the exclusion of any consideration of activities of special groups by our state associations. One member wrote at length that in his state the library association had never given attention to the needs of college librarians; not one cent had ever been appropriated for the state activities of the college and reference librarians' group. He added that the college librarians were considering the organization of a separate library association to unite

with the S.L.A. group in that state.

In another state for seven consecutive years no college librarian had been a member of the executive board of the state library association. Indeed, during these seven years no one except a public librarian or a public library trustee was elected to the executive board of the state association. At times college librarians in this state have had separate meetings apart from the state library association. One leader in this state remarked publicly that district meetings were not intended for college librarians. Too often our state library associations are maintained for and by the public library group. Minority groups of college, school, and special libraries are not considered a functioning part of the state association.

These statements do not apply to all regional and state library associations. They do apply to many and they show the difficulties in any organization with minority groups unless autonomy and participation in control and activities can be arranged for such groups. The Pacific Northwest Library Association is an excellent example of an organization which provides for the activities of minorities.

In view of this condition, the remarks by certain A.L.A. committee members deserve consideration. In connection with universal membership, it was proposed that the various divisions of A.L.A. collect their own dues independently and receive no allotment from A.L.A. Universal membership would not apply to group associations. The A.L.A. would become a national association with regional, state, and city branches. The payment of one membership fee would entitle a member to belong to a local, state, regional, and one national association (A.L.A.), but not to any association which might represent his special interests, such as A.C.R.L. This proposal would leave

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By DOROTHY F. LIVINGSTON

Controlled Cataloging: An Experiment at Yale

HOW MUCH of a cataloger's time is spent surveying and sorting the material that comes to his desk? If he has to handle his own arrears, how much more time must he spend arranging them so that specific items may be found if called for? Suppose he might spend all of this time on actual cataloging, would not his production of finished work be materially increased? Could the deferred work of the entire department be organized in such a way that specific items might be found if called for and yet not be the responsibility of the individual catalogers themselves? What would be the psychological effect on catalogers if they were not surrounded by masses of undigested arrears?

Questions such as these have been disturbing us at Yale for some time and this year we decided to try an experiment of controlling the flow of material to the catalogers so that they need spend no time deciding what could be deferred; everything that came to their desks was to be cataloged promptly, and presumably there would be time left over to dig into previously deferred material. In fact, one of the incentives for the inauguration of this program was the hope of clearing up much of the old arrears that had long been accumulating around our desks and in the portion of stacks used for storage. Much of this material had been dug up from obscure recesses in the old library when we moved in 1930; much was work begun and left unfinished by resigning catalogers, and in-

herited by the present staff; a great deal of it was what we call snags, unimportant in themselves but requiring patient study and hours of time for apparently small ends. All catalog departments of large libraries doubtless accumulate such problems; the pressure of incoming material forces attention on that which can be moved easily and quickly; special collections arrive unheralded and must be dealt with promptly; problems are put aside to be taken up when one has more time—and one never has. Eventually the department becomes choked with masses of material; more and more time is spent hunting through it for wanted items, less and less in cataloging; the morale of the staff suffers, and it is up to the administrator to do something about it.

Another incentive for this experiment was the possibility it offered of organizing, according to subject matter, the cataloging of non-rush material in larger lots than would be possible if it were handled volume by volume as acquired. Haskins' recent article¹ stressed this point in Harvard's plan for handling old gift material and gave impetus to our own vague ideas on the same subject.

Factors Affecting Plan

Before describing the plan inaugurated this past year as an experiment in the handling of deferred material, it will be necessary to explain a few points concerning the

¹ Haskins, Susan M. "Something New in Cataloging." *College and Research Libraries* 6:291, September 1945.

organization of our library, since any such plan must fit into the general scheme of work and must make use of existing routines. The primary feature of the catalog department is its organization on subject lines, so that a single group of catalogers (number depending on size of class) is responsible for classification, subject assignment, and descriptive cataloging of all books and pamphlets within its field. Serials, cataloged in the serial department, are also sent to these subject groups for classification and subject assignment, as well as rare books and books in unusual foreign languages, which are cataloged by specially qualified assistants. Documents are not set up as a group apart from the regular classes, but are treated as monographs, serials, or pamphlets, and are integrated in our classification along with other material on the same topics.

Another feature of our library organization closely affecting the work of the catalog department is the method of accessioning. Yale has no system of numbering and listing accessions in order of receipt. The accessions file is an alphabetical card file like the catalog, except that the information on the cards relates to source, cost, date of receipt, etc. All books received by purchase or exchange are accessioned but most gifts are not; hence, there is no way of locating items in the library acquired by gift until they are cataloged. Books received as gifts are searched in the catalog by the accessions department, duplicates being rejected and the rest forwarded to the catalog department. Several years ago an arrangement was made between the two departments whereby the checking assistant of the accessions department inserts a slip of paper in each book, giving the full author heading and noting the call number of any other edition in the library. The supplying of this information saves the catalogers a great deal

of time and is a vital factor in the operation of our program regarding deferred material.

The sorting of books into classes for distribution to the catalogers is done daily by the head cataloger in the accessions department before the books are plated and labeled with the class letters. Thereafter the books are shelved on a large truck, wheeled to the depository catalog, and checked for printed cards by junior catalogers before being distributed to the class groups for cataloging. Any printed cards available are extracted from the depository and inserted in the books for the use of the catalogers.

Another factor affecting our plan was the existence of collections of uncataloged reserves in various parts of the library stacks, their nature and whereabouts known to few of the present staff. They stem from our early days when it was the policy to shelve material as it was received in the stacks in its proper subject place to await cataloging. Space in the catalog department in the old library was so limited that it was customary, when handling large groups of material, to send the catalogers into the stacks to do their work, to be followed by the labelers and markers, leaving the collection all properly cataloged, labeled, marked, and shelved in its correct place. Over the years we have cleared up the bulk of such uncataloged deposits, but by no means all of them.

Outline of Plan

The first decision governing our treatment of "defers" was to set them up in the large classes in which they would eventually be classified so that they might be easily accessible any time that the specific group was ready to catalog them, without the necessity of selection from a comprehensive alphabetical file of all classes.

The second decision was to arrange the books numerically under each class rather

than alphabetically, numbering them consecutively as they were added to the file. Besides the obvious advantages of saving both the time of alphabetizing each consignment and the space for an unknown number of volumes, this method had the added superiority of enabling us at any time to tell how many deferred books there were in any given class just by looking at the last number assigned and to redeploy the cataloging assistance accordingly when we were ready to undertake the cataloging of any specific class.

The third decision was to list the books by author in both public and official catalogs—in the public catalog so that specific titles could be located by readers; in the official catalog so that duplicates could be discovered by the accessions department in the checking of gifts. We also decided to bring down from the stacks the remaining uncataloged groups mentioned above, as we found time, to set them up in our single file of arrears, and to list them, too, in the catalog. This decision nullified the use of the statistics of this year's defers as synonymous with this year's accessions. However, once having achieved our objective of an author card in the catalog for every book not in present process of being cataloged or revised, we can begin to count defers as current accessions and obtain some better idea of how much material is acquired annually in each class—knowledge which will be useful in the general allocation of number of catalogers to various subject groups.

Inception of Plan

The "defer" plan was conceived two years ago and its general policies approved by the administration and department heads. This is not to say that this approval was easily won. Although all were aware that there were hundreds of uncataloged books in the library, somehow it was felt that this

should not be publicly acknowledged; like a skeleton in the closet, it was better kept out of sight. It was difficult to convince other department heads that the reader would be better served by this listing; that the reference assistants would be spared guessing which class might conceivably be hiding some wanted item, consulting with the cataloger, hunting through uncataloged arrears. It was difficult to convince them of the temporary nature of this listing; it seemed to them that the catalog department was proposing this as a substitute for cataloging rather than as an intermediate step between acquisition and cataloging and that once the books were sent to the defer file they would be abandoned and forgotten. We recognized this as a real danger in the program, and took steps which are explained later, to meet it.

Having won consent to the program, we were unable to implement it at that time (February 1944) because we were still suffering wartime shortages of staff and had not the necessary assistance, although we did make a beginning by sending some old gift material, without listing it in the catalog, to the storage room in the basement which now houses the entire file. When the war ended we knew it would not be long before the opening of the European book markets would flood us with books held by our dealers for the past six years. It was, therefore, imperative to start the program of deferments without further delay; to allocate everything except new imprints and books especially requested to this file, whether acquired by gift, purchase, or exchange, so that the catalogers would have as much time as possible to clear the department of old arrears before we should be swamped with more important material.

We began the actual listing last September (1945) and, besides taking care of current defers, spent the first three months

catching up with the previously deferred books and also taking over some of the books in the catalogers' old files of arrears, so that they might spend their time on more important items and titles too difficult to be listed by the comparatively inexperienced listing staff.

Selection of Defers

The selection of titles to be currently deferred is made by the head cataloger during her daily assignment of class letters to incoming material, often with the advice of the head of the accessions department. The criterion for selection this year was simply to defer everything that could possibly be deferred, but often the decision had to be made on grounds that had nothing to do with the relative unimportance of the book. The listing staff consisted of one experienced and unusually responsible clerical worker with some foreign language background, who was in charge of the program, and part-time help from two other clerical workers, one with and one without training in foreign languages. Occasionally for large groups of foreign books we utilized specially qualified student assistants. None of the listers was experienced in cataloging, and it was therefore necessary to reject from the deferred file material that presented unusual difficulties of entry or title transcription, as well as books in Latin, Greek, Russian, and Hebrew, and books requiring more than one entry, since we did not propose to complicate the listing by making references from pseudonyms or title cards for anonyms. It was also necessary to pay some attention to the donor's name to be sure he would not be offended if his gift did not receive prompt and complete cataloging and classification. Because these various elements conditioned the selection, it was made clear to the catalogers that, no matter what the relative importance of

the books seemed to be, all sent to them were to be cataloged promptly.

Pamphlets were omitted from the program, although in two classes (education and sociology) we carried on a similar policy of listing some old pamphlet files in the catalogs. These files are under the supervision of the catalogers in charge of the classes concerned and are separate from the main deferred file. The slips made for these have the letter "p" preceding the number assigned to each pamphlet, to distinguish this file from the book file.

Techniques of the Plan

Books selected to be deferred have the word "defer" written on the slip indicating the class letter, which the head cataloger inserts in each book as she classifies it for distribution. This warns the plating staff to segregate these books, after labeling, and to sort them by class on shelves in that department. The listing staff is responsible for taking the books from these shelves by truck loads, wheeling them to the typing room, making the brief record for the catalog, and, finally, after revision of the work, shelving the books in the basement storage room. For quick filing and location of the books a stiff paper tag about one inch wide is inserted in each book, bearing the penciled class notation consisting of the class letter, followed on second line by the word "uncat," and on third line by number of

K

the book in the class (e.g., uncat.), the

45

same notation being typed as a call number on the slip for the catalog. In addition to the slips for the public and official catalogs, another carbon is made to serve as the cataloger's work slip when he is ready to catalog his group. For these temporary records we use strips with six card size divisions, perforated for easy detachment,

enabling the typist to list six books without having to remove and insert slips for each in the typewriter. The paper used in these strips is slightly heavier than ordinary pad paper and can be filed more easily in a card file.

The slips contain full author headings, brief titles, edition information, place, and date of publication. Information given on the checking slip inserted in each book is copied on the cataloger's work slip by the reviser of the listing; the fact that there are other editions in the library is significant in the organization of the cataloging, since such items present few problems, a subject approach being already available in the catalog, and they furnish a type of material that can be handled by less experienced assistants.

As explained above, the complete author heading for each book received as a gift and information as to other editions in the library appears on a slip of paper inserted in the book by the accessions department. This information does not appear in books received by purchase or exchange, because such titles are checked in advance of ordering, and no information is sent along in the books. Since the defer program is intended primarily to care for gift material, generally no time need be spent by the listing staff in the checking of the catalog. However, in January the delayed shipments from Europe began pouring in so fast that we had to add to our defer file a great deal of material coming by purchase or exchange, which required some checking for headings and other edition information. Many thousands of dissertations arriving on exchange from France, Switzerland, Belgium, the Netherlands, and the Scandinavian countries, serial analytics from foreign societies and academies for which cards will eventually be printed by Library of Congress or cooperating libraries, books distributed to

us by the cooperative acquisitions program of foreign materials, as well as individual orders through our own dealers have swelled our accessions during the past six months to unprecedented figures for this period of time. Most of this material has been bedded down in the defer file, because (1) we did not want to interfere with our program of clearing old arrears, (2) we expect printed cards will be available for much of it in a few months, and (3), by using the third slip to organize the material in each class by topics, or, in the case of literature, by author, single groups may be handled more economically and rapidly. Often large gifts on a limited subject are received and cannot be checked by the accessions department as a unit, because of the pressure of other work. Books in these gifts are dispatched intermittently to the catalog department, interspersed with other subject material. This no longer proves annoying because we now simply list them as they come along, and, when the last book in such a gift has been passed through the accessions department, we can go back through our defer slips and pick out all the books on a given topic for cataloging as a unit.

Methods of Cataloging

In organizing the cataloging of groups of defers, we were able to effect some economies over our regular routines in the checking and ordering of printed cards, eliminating the refileing of depository cards by not withdrawing them. Details of this procedure would be of interest only to libraries whose routines are organized along lines similar to Yale's, and are therefore omitted here. The principal objective in the handling of the defers is to have the lapse of time between the disruption of the book file and the filing of permanent cards for the finished work as brief as possible, so that

no difficulty need arise in the location of any item called for by a reader. Books are not sent for by the cataloger until as much as possible of the preliminary work is done and the sets of printed cards are in hand, insofar as they may be obtained. Thereafter the group is handled promptly and moves along as a unit to the reviser, thence to the marker and the shelves. Cards sent to the typing staff are earmarked for rush handling, proofreading is dispatched promptly, and cards distributed to the files in as short a time as possible. From the inception of the plan, we agreed to catalog on demand any book called for by a reader and worked out a routine with the circulation department for the handling of such requests.

To offset the danger of failing to keep the defers moving along through the cataloging process we have dated all the slips as they are distributed to the files. The consecutive numbering enables us to set a time limit for clearing up the books deferred over a definite period. All tags for books cleared are returned to the listing staff and will eventually be used again; this will enable us to catch any odd volumes left behind in the clearing-up process. Our intention now is to number continuously for two years in each class, with the expectation that in that time sufficient progress will have been made in the cataloging program to allow for the re-use of the numbers assigned the first year. If the cataloging program does not keep pace with the listing program we shall run into statistical complications and also into shortage of space for the defer file, both of which should prove compelling in keeping up with the program as planned.

Results

When we inaugurated this program it was with the definite idea of clearing the

bulk of the file through a concerted drive by each class group the following spring. Many factors conspired to make this goal unattainable in its entirety: the listing of material long in the library, the opening of the European book markets, and the acquisition of two large special subject collections which are not yet fully listed. Our conception of the plan has been altered by circumstances, but some classes have managed to catalog completely all of their listed defers; one or two have not made even a beginning; the majority have cleared part of their assignment. The largest single group cataloged was in the class of English and American literature which had the greatest number of listed defers, 600 at the time the cataloging began, 1229 by the end of May.

In all, we listed 5895 defers between late September 1945 and May 31, 1946, when our annual statistics were reported, averaging twelve titles per hour. In the two months we spent cataloging these defers we cataloged about one thousand, including forty requested by readers. We shall continue the program but shall expect the lag between listing and cataloging to grow shorter, as we clear the last remaining dregs from our department shelves. We do not know how successful this experiment has seemed to other departments, but in the catalog department we are convinced that it has served a very useful purpose by enabling us to clear up nearly all back work in every class, to put new hope into us as we have seen old files disappearing and to plan our work more systematically. We now have for the first time a statistical record of uncataloged material in every class, evidence that some classes are over-staffed and some greatly understaffed according to their accessions; it remains for us to remedy these inequities and effectively coordinate accessions and cataloging.

What Kind of Divisional Reading Rooms?

IN THE UNIVERSITY LIBRARY of the next decade, the outstanding new public service feature will be divisional reading rooms. As a result of the example set by Colorado, Brown, and Nebraska, an increasing interest in this type of public service has on all sides become evident.

According to the proponents of the idea, a number of advantages accrue from the use of divisional reading rooms. Because each reading room (devoted to the social sciences, the humanities, etc.) is smaller than the prevalent type of general reading room, students suffer from fewer distractions. Through open-shelf collections patrons are enabled to browse among a large number of standard treatises. By placing the reading rooms adjacent to the stacks, students can pass from one to the other with a minimum of inconvenience. Lastly, because librarians with special subject training supervise the reading rooms, it becomes possible to concentrate within them a variety of services; for example, at Nebraska, reference books and current periodicals are shelved in the reading rooms; both the general reference room and the current periodicals room have been abolished.

To understand the emergence of the divisional reading room, certain aspects of library history must be taken into account. One feature of the plan—the use of librarians with special subject training—requires no comment because it has for some years been discussed in library journals.

The other basic feature—the open-shelf

collection of standard treatises—requires some explanation. In the last quarter of the nineteenth century the textbook method of instruction began to fall into disrepute. Wider reading on the part of students became a common objective. At first the wider reading program was directed almost exclusively by the faculty, but later more emphasis was placed on student browsing. As a result, student access to the stacks became imperative.

At the same time, student enrolment was growing rapidly. Thus, at the very moment when students required the utmost freedom of the stacks, their greatly increased number forced librarians to place restrictions in their way. Today, in most university libraries, a large proportion of the undergraduates are prohibited from the stacks.

To remedy this situation, a number of solutions have been proposed. At Columbia, when a new library building was erected in 1934, a portion of the building was set aside for undergraduates in order to provide them with an open collection of books. Harvard's answer to the problem, a separate undergraduate library, will soon become a reality. At Colorado, and then at Nebraska, the divisional reading rooms were introduced.

Harvard's solution is too expensive for most institutions; and Columbia's seems to have been overlooked with the passage of the years. But the divisional reading room idea is probably on its way to wide adop-

tion. Therefore, it is high time that a public discussion be instituted in order to determine what services shall be given in the reading rooms, and in what manner older services are going to be affected.

To begin with, what is the result of shelving standard treatises in the divisional reading rooms? For undergraduates lacking access to the stacks, this is a victory because these patrons previously could get at such books only through the card catalog or some bibliography. For students with access to the stacks, this is a setback because now they must search in two places whereas before they had only to search in the stacks. Furthermore, because books are circulated from both the reading rooms and the main circulation desk, confusion results; patrons generally cannot be expected to remember from which desk a book was withdrawn.

Is it possible to give better service to those lacking stack permits without penalizing the others? Is this the best possible arrangement for those without access to the stacks? Is there some way to avoid the confusion resulting from the circulation of books from several desks?

Nature of Student Body

To answer these questions it is first necessary to examine the nature of the university student body. University students can be divided into three groups: (1) those attending classes open only to graduates, (2) those receiving instruction in courses given for both graduates and undergraduates, and (3) those enrolled in classes reserved for undergraduates.

At some point the number of students becomes too large for all to be served in the divisional reading rooms. And, since it is the students in the third group who are in the main barred from the stacks, it is they who merit first consideration. Without at-

tempting to fix a definite minimum, it can be said with assurance that separate facilities should be provided for this group whenever its total exceeds three thousand. That is, this group should then have an open collection of its own, one chosen specifically with its needs in mind.

The moment this is done, *it is no longer necessary to shelve standard treatises in the divisional reading rooms.* This is true because the remaining students (those in the first and second groups) can be given access to the stacks. Why disperse the standard treatises between stacks and reading rooms, when it is possible and preferable to leave them intact?

But even without standard treatises, divisional reading rooms can be put to good use. In most libraries, students who wish to pass from the stacks to a reading room must traverse a considerable distance. Since few students are provided with adequate study space in the stacks, most must study in some reading room. For their greater convenience, the divisional reading rooms should be placed adjacent to the stacks. In this manner, direct access between stacks and reading rooms is made possible.

Shelving in Reading Rooms

But what materials can logically be shelved in the reading rooms? Aside from standard treatises, already discussed, there are these possibilities: reference books, bound periodicals, current periodicals, and books on reserve.

Reference books are shelved in the divisional reading rooms at both Nebraska and Colorado. This is a logical development, but only when persons with special subject training supervise the reading rooms. In most reference rooms of the traditional type, the absence of persons with such training has resulted in comparatively poor service to advanced students. In this con-

nection it should be noticed that wherever a separate collection for beginning students is established, reference books will constitute a portion of the collection; it is here that the traditional type of reference worker will still be needed.

Should current periodicals be shelved in the reading rooms? There are several objections. If the current periodicals room is abolished, where are the general periodicals to be shelved? Moreover, some periodicals (such as *Speculum* which treats of the whole of medieval civilization) traverse a number of wide fields of knowledge. Finally, many faculty members feel that a single periodicals room is one in which students are more likely to become acquainted with a greater variety of periodicals.

Bound sets of periodicals, however, can logically be shelved in the reading rooms. This is the case because the bound sets are rarely used by browsers. In most instances, they are consulted by patrons who have found references to them in bibliographies and periodical indexes.

But what is to be done with bound sets of periodicals which are general rather than special in nature? These cannot logically be shelved in the divisional reading rooms. Nor should they be left in the stacks, be-

cause they are so frequently consulted. Usually, these sets are shelved in reference rooms; but if this type of room disappears, a new location will have to be found. Perhaps other librarians would care to follow the Wisconsin example, where stack space for such periodicals is provided within the current periodicals room.

Reserve books for advanced students (that is, those in the first and second groups mentioned above) can also be shelved in the reading rooms. In this way, the congestion in the present type of reserve room could be relieved, providing, of course, that reserve books for beginning students are separately shelved.

Summary

To summarize, divisional reading rooms are desirable because they provide study space comparatively free from distractions and because they can be used to provide easy access to and from the stacks. *These are advantages which can be derived from the reading rooms even if not a single book is shelved within them.* However, librarians will naturally wish to make use of the shelf space thus made available. In doing so, care must be taken not to disrupt any useful services.

Correction in Miss McCrum's Memorandum

I wish to call attention to an error in the last sentence of the third paragraph of my recent mimeographed open letter distributed to members of the A.C.R.L. As it stands it reads:

For instance, the annual allotment to the Division of Public Libraries has been in the neighborhood of \$14,000; that of the A.C.R.L. is some \$1,800 out of an estimated \$8,500 paid annually in dues to A.L.A. by members of the A.C.R.L.

It should read as follows:

For instance, a Public Library Office exists and was supported in 1944-45 by a budget of some \$14,000, while the A.C.R.L. has no such office and must finance its work from the allotment of \$1,800 annually from dues estimated at around \$8,500, paid by members of the A.C.R.L. to the A.L.A.—an allotment said to be quite comparable to funds also available to the Division of Public Libraries.

BLANCHE PRICHARD MCCRUM
Librarian, Wellesley College

The Future of the Catalog in Research Libraries¹

ALL OF US are more or less familiar with the various schemes for making the United States self-sufficient in regard to research materials. Without going into detail, they may be summarized into three types of proposals: (1) plans for finding out and evaluating what is already possessed; (2) plans for acquiring material as yet unavailable in the country; and (3) plans for organizing existing and to-be-acquired materials to best advantage for purposes of research. In regard to the first, considerable progress has been made within the past few years. Everything that has been done in the matter of union catalogs, union lists, studies of resources of special areas, and similar undertakings has brought librarians nearer to a full understanding of research resources. It was inevitable, however, that as they became better acquainted with what they had they would discover the serious gaps in their collections. Plans were already under way just before the war to fill in these gaps by means of intensified acquisitional programs by a number of the larger research libraries. So that the financial burden would not be too great to any one of the participating libraries, each library was to aim at a complete coverage in one or a few related fields only. The war put an unavoidable stop to this, but it had the one advantage of thoroughly converting some libraries to the scheme which in the prewar period had continued to hold

out in certain respects for individual action. At the moment opposition has practically disappeared and only certain details of procedure remain to be developed.

The two problems just mentioned are not of direct concern to the cataloger. They will affect his work, but largely only from the point of view of quantity. The third problem, that of organizing existing and to-be-acquired materials for purposes of research, is mainly a cataloger's problem. Apropos this problem certain theories regarding the future trend in cataloging may be advanced.

Although it has been said before, it apparently needs to be repeated that the dictionary catalog is a public library tool and that as such it has no proper place in a research library. The dissatisfaction with the dictionary catalog is no news. The agitation, a few years ago, for the separation of it into an author or main-entry catalog and a subject catalog is a clear indication of the trend of thought. This is, however, a compromise only slightly better than the original. The trouble is not so much with the dictionary arrangement as with the principle of the alphabetical arrangement in general. It seems highly illogical that while we are strict in maintaining a classed arrangement of the books themselves and clearly recognize the advantages of subject grouping over that of the alphabetical on the shelves, we do not recognize the same advantages in a classed catalog as a guide to a library's resources.

¹ Paper given before the Chicago Regional Group of Catalogers, Feb. 4, 1946.

Author Catalog Only

Generally speaking, the research library has a public which approaches the library either to obtain a specific publication or to find out what the library has on a given subject. To obtain a specific publication, the author or main-entry catalog with occasional aid from a bibliography is all that is necessary. Six years of work with the Philadelphia Union Catalogue has convinced the writer that this is not overstating the case. On the other hand, when the inquiry is about a subject, the usual entries under subject headings are an irritation rather than an answer to the researcher. This does not deny the obvious fact that when the question is about a specific subject and the library has the material it would not be listed under an appropriate heading. This would certainly be done. But that is only part of the story. And even when one has tracked down all the "see" and "see also" references it is still true that only the standard and the more obvious publications would have been located. This may be all very well for the casual reader, but certainly it will fail to satisfy the scholar. For research only begins where the known and the obvious ends.

The popular notion that the arbitrary order of the alphabet is better understood than the logical one of classification is more than questionable when applied to the researcher. His whole training and the success of his investigations is conditioned and dependent upon order and logic, upon relation and subordination, and his particular problem is always conceived and defined in reference to other fields and problems. Classification is the first step in his work and even though it is quite true that a scholar may have slight respect for library classification systems he generally recognizes order when he sees it. It will be an aid rather than a hindrance to his work if

he is required to translate his system into that of the library. The advantage of thus being in a position to go both forward or backward from his original starting point in the classification ought to be a sufficient compensation for any inconvenience he may have had in becoming acquainted with another besides his own classification system. Only the classed catalog provides one with the advantage of a thorough exploration of a given field, both vertically from the general to the specific and horizontally from the fundamental and basic type of material to the secondary and the interpretative.

Two Catalogs in Future

The research library of the future is likely to have two catalogs, an author or main-entry one and a classed catalog. The author catalog will give only such details as may be necessary to identify and to locate a particular work. As the union catalogs indicate, the entries need not go beyond the fulness of entries now accepted as sufficient for the various published checklists and short-title catalogs and the *Union List of Serials*. This will be quite sufficient for all practical purposes, for when a publication itself becomes an object of bibliographical study no scholar is likely to accept the catalog entry in place of an examination of the publication itself.

The second catalog and by far the most important will be the classed or systematic catalog. For reasons of economy, it is likely that the shelflist will become the basis of this catalog. The mechanics of transforming a shelflist into a classed catalog are not nearly as formidable as may appear. All that would be necessary is to assign several class marks to the same item and provide the necessary number of cards bearing these class marks and interfile them in the shelflist as it now exists. It must be understood, of course, that a call number is

both a class mark and an identification symbol. To avoid possible confusion, each card will have the call number in the usual place and a class number in another place on the card, possibly in the upper right-hand corner. Regrouping of material from one place in the classification system to another may then be easily accomplished by a new set of cards bearing new class numbers but retaining the original call numbers. There is no need to change the original basic classification or the order of the material on the shelves. All such changes may be conveniently indicated by introducing new class marks.

Use Existing Schedules as Base

It is natural that supplementary class numbers will be selected first of all on the basis of existing subject schedules. It will be important, however, to go considerably further than this. Things don't just happen. They happen in time and in space, and it is only when these aspects are brought out clearly and unmistakably that we are able to obtain a proper perspective. A fact is understood only when it is viewed in relation to other facts, when it is defined in reference to time and place—either before or after, here or elsewhere. This introduces the problem of the historical and the geographical aspect of classification. When specific information is required, these will be the key questions to any source of information. On this score most classifications leave much to be desired. It will be the cataloger's part to make full use of the possibilities of the geography and history classes and to devise other methods when possible.

In the matter of cooperation, the cataloger will be called upon to participate on an increasingly broad scale in cooperative cataloging. This is unavoidable, especially as soon as subject specialization emerges from theory into practice. Centralized cataloging will continue to be practiced on

a national scale. The Library of Congress is doing such a fine job in this field that there will be considerable hesitation before any regional or local scheme is likely to obtain the necessary support. Such regional cooperation as will develop is likely to be based upon a more thorough utilization of the union catalogs. The survey of 1940 uncovered 117 of them. Grouped by type and scope, there are:

National Union Catalogs	2
Regional and Local Union Catalogs	18
National Subject Union Catalogs	7
Regional and Local Subject Union Catalogs	25
Exchange Union Catalogs	6
Library of Congress Depository Sets	59
Total	117

No subject specialization and regional self-sufficiency is possible without full development and intensive use of these tools. The problem is complicated by the fact that while numerically the net of union catalogs is quite well developed, their distribution and subject coverage is anything but logical. Much regrouping and redefining of fields and areas is necessary and when this is done the cataloger will have to do it.

Indications are that the cataloger of the future will be less of a descriptive specialist than a subject analyst. The purely descriptive operations will become less important with a fuller realization that a publication is generally more important for its contents than for its existence as a bibliographical unit. Since the subject matter is the primary consideration, it is clear that our present rather high-handed procedure with pamphlets and other occasional writings will have to be revised and approximated more nearly to the attention now given to books. It is also inevitable that the somewhat neglected practice of analytical cataloging will have to be re-established and developed further without any great regard to catalog-

(Continued on page 53)

Recording Reference Service

THE PROBLEM of evaluating reference work has been one of the constantly recurring subjects in our professional literature. It has plagued administrators and reference librarians of college, university, and public libraries. In view of the complexities introduced by such intangibles as the skill of the reference assistant and the importance of the requested information to the inquirer, it is not surprising that a frequent conclusion to their consideration has been despair at ever reaching a satisfactory solution. Nor should it be discouraging. Few of the most valuable possessions or most important intellectual and cultural achievements can be weighed on a scale, measured in inches, or price-marked in dollars and cents to represent their true significance.

Elizabeth Stone in 1942 presented a useful survey of recent "Methods of Evaluating Reference Service,"¹ and Mary N. Barton discussed stimulatingly the problem in the section on statistics in her paper on "Administrative Problems in Reference Work" at the library institute at the University of Chicago.² It was considered again most recently by Dorothy E. Cole in her "Some Characteristics of Reference Work."³ But the impossibility of an objective measurement is implicit in the terms that have been used: evaluate, interpret, judge. All of these suggest some use of subjective reasoning and thus there is at the start an irreconcilable conflict in terms. In

this paper the word "evaluate" is discarded entirely, and far from offering a solution to the problem of measuring reference service, the methods currently used by the Reference Department of the Grosvenor Library to "record" services to readers are merely described. There is no illusion that it is a perfect system; some features have been introduced within the past two years and are of course still subject to further study and change. But it has provided useful information and may be suggestive to other libraries.

Three records of reference service are kept at the Grosvenor Library: requests for information by telephone, readers served in person, and unanswered requests whether received by telephone, in person, or by mail. (A fourth record, of books used from the reference collection, is also made by a simple classified tally of the number of books shelved. Since this does not involve any direct service to the reader on the part of a reference librarian it needs no discussion here. All reference librarians will realize that such a tally is far from complete; probably two out of three reference books are returned to the shelves by the reader and no tally is possible. However, the proportionate accuracy from year to year will vary little and the record is thus a valid basis for making a comparison of the amount of use of the reference collection by readers.)

Telephone Service

The Grosvenor Library publicizes its telephone reference service and encourages the use of this service for questions of fact.

¹ *Library Journal* 67:296-98, Apr. 1, 1942.

² *The Reference Function of the Library*. University of Chicago Press [c1943], p. 218-48.

³ *College and Research Libraries* 7:45-51, January 1946.

School assignments are refused, and inquirers are urged to come to the library if their questions require lengthy explanations or involve the interpretation of the information or data supplied. The telephone information desk, supplied with the customary small collection of quick reference tools, is located at the public catalog and the librarian on telephone duty also assists readers at the catalog.

All telephone calls are recorded on a form which provides in addition to the date and the number of the question, spaces for a brief statement of the information wanted, answer and its source, the number of books used to locate the answer, and the initials of the librarian who handled the call. The record sheets are examined daily by the head of the reference department to note trends in public interest, to check staff efficiency, and to discover lacks in the telephone information, reference, or general book collections. It is also useful at the telephone desk itself, since questions frequently are repeated within two or three days.

The number of questions and the number of books used are totaled daily, and the year's total appears in the statistical section of the annual report of the librarian. While one cannot "evaluate" reference service from this quantitative record, it is nevertheless of some significance to be able to point out a 295 per cent increase in telephone requests in the past five years, with the current year showing again a considerable increase over last. And it is a satisfaction to see in the past two years a decrease in the number of books used from 3.27 to 2.57 per question asked.

This telephone reference record has been kept for many years in almost unchanged form, and the record sheets from 1924-30 and 1935 to date have recently been presented to the library of the School of Li-

brary Service of Columbia University where they are preserved as source material for library history not only of use to teachers of courses in reference work but also as a body of data suitable for investigation by students in the graduate program.

Persons and Their Requests

The second record is a tabulation of services rendered in terms of persons served and according to the nature of their requests. This record is kept at all service desks including the telephone information desk where the librarian assists readers in using the public catalogs and handles any questions which come direct to that desk and can be answered from the small book collection there. (Questions by telephone are not tallied on this record.) All questions are tallied as one of the six types of service defined below:

1. *Readers Directed*: directions to another part of the building, to a specific section of the reference collection, etc.,—purely "location" questions.

2. *Readers Instructed*: instruction or assistance in the use of tools such as the card catalogs, periodical indexes, bibliographies, etc., or in filling out call slips, procedures in securing books, etc.

3. *Readers Advised*: advice on the choice of books from the catalogs, probable sources of desired information in the reference collection, etc., where the librarian does not actually go to the books and locate the information.

4. *Reference Questions*: requests answered by the librarian alone or with the reader from materials in the reference collection.

5. *Search Questions*: requests answered by the librarian (or readers assisted in answering their own questions) only after consultation of indexes, periodicals, books from the general collection, or extended search in any part of the library.

6. *Government Documents*: readers helped in the location, identification, or use of U.S. government documents—any type of service involving the reader-staff-documents relationship.

This sixth type of service needs some clarification. The Grosvenor Library is a depository library for U.S. government documents, which are arranged in a separate stack according to the Superintendent of Documents classification. Except for documents selected for the reference collection they are uncataloged as well as unclassified, although cards are added to the catalogs for documents of exceptional importance and interest (Gen. Marshall's report, or the Bush report, *Science: the Endless Frontier*, for instance), for valuable documents which the reader might not associate with the usual fields of government publishing, and frequently for bibliographies. The printed indexes and catalogs for documents provide the means of locating and identifying them. The *Checklist . . . 1789-1909*, Poore, Ames, and the *Document Catalogues* are in the reference room, as well as most of the departmental indexes, classified in the appropriate subject sections. The file of the *Monthly Catalog* is kept near the public card catalogs and the telephone information desk. It is, therefore, a rare exception for a reader to avail himself of documents without the help or instruction of a librarian. But for the form of the material involved, tallies in this class would usually fall into Type 2 or 3 above.

Classification

Miss Stone has pointed out that "one of the greatest difficulties in recording reference questions is inability to classify them and lack of time in which to enter them."⁴ The placing of all services in one of these six classes, though they are neither entirely original nor wholly satisfactory, can usually be justified logically. The chief conflict is between Classes 2 (readers instructed) and 3 (readers advised). Many questions,

⁴ *Loc. cit.*

however, are admittedly not entered at all because of pressure of work, and when a number of inquirers follow immediately one upon the other some are forgotten by the time there is an opportunity to get back to the desk. (The reference department is understaffed and one of the reasons for instituting this record was a desire to analyze the types of service requested to see if any of them could be handled in some other way.) It is the consensus of the members of the department that the over-all record is about 60 per cent complete, probably less than this in Types 1 and 2 which require only brief answers and are therefore quickly forgotten.

For the first full year in which this record was maintained, the ratio of requests for the six types of service is shown in the following table.

Percentage Distribution of Readers Served by Reference Department According to Type of Service

1. Readers Directed	20.6
2. Readers Instructed	26.1
3. Readers Advised	14.4
4. Reference Questions	30.5
5. Search Questions	3.9
6. Government Documents	4.5

This record again, although it is of no help in "evaluating" reference services, has nevertheless revealed interesting facts and suggested certain ways by which it is hoped that the reader may be aided in helping himself. First, the comparatively small number of requests for government documents suggested that by treating them as a special collection, not appearing in the card catalogs, too many people were unaware of the wealth of information lodged there. Since a few documents are cataloged, it is not improbable that some readers have assumed that all could be located through the catalogs and have therefore not asked about a document collection. To bring this to the

attention of the reader, colored reference cards have been filed into the author catalog under the names of the principal publishing agencies and under important subject headings in the subject catalog. The author card reads:

Additional publications of U.S. government departments, bureaus, agencies, etc., are available in a special collection of government documents.

Please consult a librarian.

The headings used for subject cards, which are similarly phrased, are based on the general headings used for the *Price Lists*.

Directions about Building

The number of readers who needed directions after they entered the library seemed to indicate that at least a part of this burden could be lifted from the reference department by a careful study of existing printed signs and directions and thoughtful consideration of possible new signs. The staff had no naïve illusion that visitors to the Grosvenor Library could be made to read signs any more than those to any other library. But with the knowledge that even in a small building one out of five requests for help was for simple location directions and that any such requests which could be obviated would mean correspondingly fewer interruptions to a staff hard pressed to meet genuine reference needs, a tour of the building indicated, for instance, that nowhere near the main entrance, the distribution desk, the card catalogs, or the reading room was there a sign directing to the special subject departments (music, medicine, genealogy, and regional history.) Although the reading room was well identified, nothing would indicate to a first visitor that this is also the reference room and the proper place to seek reference assistance. This attempt to make a tour with a layman's untutored mind showed, too, that

some of the existing signs were properly worded but improperly placed; they could easily be overlooked.

One out of every four requests was for some sort of instruction. Discussions in staff meetings revealed a preponderant weight of opinion that, while many asked for help in using or interpreting printed reference tools, a disproportionate number of readers needed instruction in the use of the card catalogs and the means of procuring books once they had been located in the catalogs. This seemed to be verified by comparing the figures from each of the service desks and finding that 69.8 per cent of the "readers instructed" were tallied at the desk in the catalog corridor. (Such an impression could be tested more objectively by a short period of noting in every instance the exact nature of instruction given.)

Using the Catalog

It is without avail to argue with catalogers who insist that the layman cannot and should not be expected to use a catalog. This attitude is nonetheless an admission of failure of the catalog to fulfil one of its primary functions and an insufficient reason for not trying any possible method of helping the reader to help himself. Some readers really prefer to find their own way! To be sure, no instruction is so effective as personal attention at the moment a difficulty is encountered, and when the millennium comes all libraries will have sufficient personnel to carry this out. Until then, it is necessary to try to devise ways to minimize those old questions so familiar to reference librarians—"What is the book number?" "Is this the author?" "How do I fill in this call slip?" "What shall I do with it now?" and "Haven't you something new? This was published in 1889." (Answer: "No, madam; the author was born in 1889; the book was published in 1942.")

Borrowing a leaf from the many library handbooks which reproduce a catalog card with its various features explained in the margin, a photostatic enlargement of an actual subject card from the catalog has been made, mounted on a poster allowing plenty of room to call attention to such features as the subject heading, author's name and dates, publication date, pagination, illustrations, bibliographical note, book number, etc., and posted near the catalog. A new call slip form has been printed to provide a better proportioned block for the book number, specific places for volume and date of periodicals, and terse directions for presenting the slips at the distribution desk where books will be delivered. The signs identifying and explaining the contents of the author and subject catalogs have been reworded and relocated.

Unanswered Requests

The third record regularly kept by the reference department is of unanswered requests, however received, and has been recently introduced. On a simple form are entered the date, name, address, and telephone number of the inquirer, a full and explicit statement of the information wanted, the sources consulted. The librarian who handles the request signs his name, as does the department head or other librarian who checks the search procedure before the inquirer is told the information cannot be found. If the inquirer is referred to another library or agency in the city or elsewhere, this is also noted. Like any record of unanswered requests, this record has administrative value as an indicator, not

only of the staff's knowledge of the reference and general collections and their reference technique, but of lacks in the book collection as well. Since a separate sheet is used for each question and a full list of sources consulted is recorded, a single question can be given to a second librarian to work on as time permits if it seems possible that his special subject knowledge or individual differences in approach may enable him to locate the information.

Value of Records

Though it was pointed out at the beginning that the problem of recording reference service scarcely needs to be called to the attention of librarians, this article has been prepared because it is useful to know of as many systems as possible. It has tried to show also that although the Grosvenor Library has no formula for "evaluating" reference services, by keeping simple records we have to some extent conquered the difficulty of lack of time in which to enter our work. Though a record classified by subject would be useful and a complete record of every question would tell us much about our readers and their interests and about the staff and book collections, the time required not only to write up such reports but even more to analyze and interpret them rules them out when the reference staff is small. Yet an almost purely quantitative record is not to be entirely deprecated; such records have been interesting and revelatory and have pointed the way both to better service and to a reduction of routine demand upon the staff members of the reference department.

By WILLIAM H. HYDE, JR.

Adequate Collections in Engineering School Libraries¹

ARE THERE special problems in considering the needs and desire for maintaining adequate collections in engineering school libraries? Is it necessary to continue to consider these libraries as storehouses of accumulated publications which have been received at some time and added to the collection not always with due consideration of their current value and less as to their continued worth? Rather, can we develop them as a means of communication in which the collections will contain every item needed for the particular purpose of the collection and not a single item which cannot be justified by use?

Adequacy necessarily varies with the individual needs of every institution and is therefore a difficult term to define. Certainly size can no longer be used as a criterion. Blanche Prichard McCrum, in her *Standards*, offers estimates varying from 35,000 to 150,000 volumes. The North Central Association no longer mentions size but rather submits a representative list for checking. We know, however, that size offers convenient statistics suggesting the resources of the library; that is, you can have a greater expectancy of finding more material on a subject in a collection of 100,000 volumes than in one of 50,000. Libraries in the past have doubled in size on an average of sixteen to twenty years, and the date of the statistics given is always important for any comparison. From the

statistics of various reports, this rate of increase seems to be a fact that cannot be overlooked. Do we then want such large collections with their difficulties of use and administration or would it be better for us to hold to smaller, more selective collections which have not only been built up selectively but have been maintained by a planned process of development?

Again, is completeness a fair test of adequacy? This seems to be an impossible goal to attain even in narrow fields of interest and certainly not to be aimed at if we are to cover all the fields of our curricula, because now our concept of completeness is broader and includes not only titles of books with their frequent editions and revisions, but both current and bound files of periodicals and the ever increasing audio-visual aids, photostats, microfilms, recordings, slides, films, etc., and these increase not only in number and in kind but also in demand and must be included in any attempt at adequacy.

If not size or completeness, selection then would seem to be both the basis and the test of adequacy, and quality rather than quantity the aim. J. Periam Danton shows in his report that libraries maintaining a higher percentage of items in checklists invariably indicate that a greater responsibility for the selection is placed in the librarian. While careful selection necessarily includes a study of the curricula, do the courses stress theory or laboratory, lectures and textbooks or reports? If there is

¹ Paper presented at the meeting of the Engineering School Libraries Section, A.C.R.L., Buffalo, June 18, 1946.

provision for graduate work and also the constant changes caused by varying interests of the departments, there is the responsibility of the librarian not only for acquiring but for discarding.

For acquiring new titles and editions there are not only the usual tools of publishers' announcements and catalogs, *Publishers' Weekly*, and *Cumulative Book Index*, but engineering librarians have such special tools as the *Technical Book Review*, *New Technical Books*, the book review columns of various periodicals such as *Science* and *Mechanical Engineering*, and the recently published Hawkins' *List of Scientific and Technical Books Published in the U.S. between 1930 and 1944*. However, it is questionable whether these tools are sufficient for selection since they are used as checklists rather than guides because of the need to supply users with the latest material promptly. Publishers are depended upon for their choice of writers and subjects, and their announcements are the only immediate sources of information concerning the latest books. This would seem to be upheld by recent surveys which show that a lag of at least a year can be expected for a good review of a scientific publication, and there is an even longer delay in the collected lists of reviews.

We constantly hear that scientific and technical books lose their value more quickly than the average publication. Certainly the demand is usually for the latest material. Do our books as a rule lose their value within ten years of publication? If so, is it not more essential for us to weed out our collections more freely, both in number of titles and in time since publication, than in libraries which are predominantly liberal arts? We not only have more editions of a title but more of our titles have several editions than is customary. Do we then need to keep all editions of

every title since we have pressure to buy each new edition as soon as it is published? The eight editions of Johnson's *Materials of Construction* cover a period of 43 years, from 1897 to 1939. Now, if seven years since the latest edition we feel that it is dated, how much use can we make of the earlier editions except as items of curiosity? This is not an exception. Millard's *Physical Chemistry*, which has had five editions in twenty years, was issued in its latest edition in 1940, and the chemistry department insists that only the latest be on the shelves for the unwary student.

It is true, as Fremont Rider says, that when we discard we no longer give the use of this material, but is it not possible for librarians to assume greater responsibility for their collections and continue to attempt to keep every item that comes into the library unless it is lost or worn too badly to be rebound? Can we by eliminating, not necessarily the older, but the out-of-date material, increase the ease of use of our collections and depend upon union catalogs and cooperation to supply this material whose value we now question? If we risk buying unimportant material in our attempt to supply the latest, we would seem to assume the added responsibility of discarding it to protect the user. This presupposes an ability to select which most of us take for granted but which can be proved only by attracting and satisfying our users and can be obtained only by cooperation with our faculty and students. But the second point is more difficult, that of standing on our own, no longer covered by the tradition that everything once coming into a library must be kept, and justifying our responsibility not only in selecting books but also in discarding them. Development of a satisfactory plan by weeding is therefore an urgent problem needing solution as soon as possible.

Reading Clinics and the College Library

ARE COLLEGE library staff members prepared to realize that much of the reading done by undergraduates is slow, inaccurate, and done without understanding?

Probably the answer is yes.

Do we believe that the diagnosis and treatment of reading difficulties is something which needs to be done at all grade levels?

The answer is perhaps less readily given. Yet there is a steadily growing opinion that a college should provide a testing and remedial program for those of its students who have reading difficulties and should also offer developmental reading instruction for all of its students so that they have a growing intellectual grasp of the various fields studied.¹ This guidance in reading is considered advisable for the average reader, even for the "good" reader, as much as for the retarded one,² and the college library may well be an excellent place in which this guidance can take place.

The reasons advanced for the present state of ineffective reading in schools and colleges are numerous. It is said to be due to the prevailing educational philosophy of the schools³ or due to mass education and indiscriminate promotion from grade to grade.⁴ A single explanation will not serve

all cases; the reasons one student is a poor reader may account in no way for the poor reading of another student. At all times, however, in trying to find reasons for reading difficulties and effective means for their treatment it will be well to bear in mind that, in general, disabilities are constitutional, intellectual, emotional, educational, or environmental.⁵ A student who cannot read may actually be fundamentally incapable of learning, may be sick, or may not be able to adjust effectively to his home or to his school or to himself.⁶ In most cases it will be found that there are several contributing factors in the reading problem of one individual. In many cases some factors are more or less psychological;⁷ yet inappropriate methods of instruction, lack of stimulation in reading, poor vocabulary, or inadequate training in perception may all contribute to ineffective reading.⁸

There would seem to be implications in all this for work at the college level. Remedial work in colleges has so far made very little progress. Many instructors are becoming more and more aware of the great need for remedial work, aware also of the need for more time, more assistance, and more nearly adequate facilities.⁹

There is widespread interest in making better readers of college students—that is,

¹ Gray, William S. "Reading Difficulties in College." *Journal of Higher Education* 7:356, October 1936.

² Kopel, David, and DeBoer, J. J. "Reading Problems of Pressing Importance." *Review of Educational Research* 13:77, April 1943.

³ Witty, Paul, and Kopel, David. *Reading and the Educative Process*. Boston, Ginn and Co., 1939, p. 203.

⁴ Witty, Paul. "Practices in Corrective Reading in Colleges and Universities." *School and Society* 52: 568, Nov. 30, 1940.

⁵ Monroe, Marion, and Backus, Bertie. *Remedial Reading: A Monograph in Character Education*. Boston, Houghton Mifflin and Co., 1937, p. 17.

⁶ Gray, William S. "Trends in Remedial Work." *Elementary English Review* 20:47, February 1943.

⁷ Traxler, Arthur E. "The Nature and Use of Reading Tests." *Educational Records Bulletin*, No. 34, 1941, p. 5.

⁸ *Ibid.*

⁹ Witty, Paul. *Op. cit.*, p. 567.

readers who comprehend more, read faster, and assimilate more into the whole pattern of their personality; there is interest in knowing how many students may be expected to need help with reading; there is interest in testing for reading difficulty, in planning for correction of the difficulty, and in organizing such a program under the most appropriate and effective auspices on a college campus.

Students Who Need Help

Who needs help with reading? All retarded pupils can be helped, regardless of their mental age, except where subnormal intelligence exists.¹⁰ There is a sizable minority of students in almost any college who, with strong potential abilities, fail because of some kind of reading disability. Between 10 and 20 per cent of the members of any entering freshman class have been found to be seriously deficient in reading.¹¹ In a study made at Minnesota, for instance, 20 per cent of the university freshmen read less efficiently than the average eighth-grade pupil. This means that every year approximately six hundred of the students entering the university run the risk of failure because of a reading deficiency.¹² At the University of Chicago "in the class of 1930, and in that for 1931, serious reading disabilities were discovered in 10 to 12 per cent of the cases. . . . Approximately 20 per cent of the students made unsatisfactory scores on one or more parts of the test battery."¹³ At Dartmouth in the class of 1940 36 per cent of the class have a degree of ocular defectiveness large enough to

handicap them in pursuing their studies.¹⁴

It can readily be seen that with such a large number of college students working under some degree of reading difficulty many are not profiting to the fullest extent from their college experience. Those members of the college faculty who are interested in the over-all development of the students may wish to spend some time and thought on working out a remedial reading program. The kind of program will depend upon many variables: institutional objectives, the seriousness of the difficulties, available facilities, and the experience and education of the faculty. Ideally, the program might be organized so that the entire integrating process of college life would be more nearly assured through constant and intensive consultation with appropriately trained faculty members. Until the time comes, however, when such well-rounded planning is possible, each phase of training will have to be dealt with in its own small departmental or divisional way.

Testing Reading Ability

Reading ability might well be tested as one of the numerous functions of an ideally complete clinic. At present it is more likely to be dealt with separately. A few years ago a survey of the facilities offered for remedial reading showed that of nearly seven hundred institutions from which information was requested a few more than one hundred offered varying degrees of training.¹⁵ Obviously then there is still much room for experimental and constructive work. In some cases it may be difficult to start a remedial program because many people think that reading is something which should be learned in the elementary school. Once a serious program is started,

¹⁰ Traxler, Arthur E. *Op. cit.*, p. 40.

¹¹ Imus, Henry Alfred, Rothney, J. W. M., and Bear, R. M. *An Evaluation of Visual Factors in Reading*. Hanover, N.H., Dartmouth Eye Institute of the Dartmouth Medical School, 1938, p. 87.

¹² Triggs, Frances Oralind. *Remedial Reading; the Diagnosis and Correction of Reading Difficulties at the College Level*. Minneapolis, University of Minnesota Press, 1943, p. 18.

¹³ Booker, Ivan A. *Measurement and Improvement of Silent Reading Among College Freshmen*. Chicago, Ph.D. thesis, 1934, p. 78-79.

¹⁴ Bear, Robert M. "Dartmouth Program for Diagnostic and Remedial Reading." *Educational Record* 20:76, January 1939.

¹⁵ Charters, W. W. "Remedial Reading in College." *Journal of Higher Education* 12:117, March 1941.

a major hazard to its success is likely to be too much emphasis on details.¹⁸ It is necessary to remember that patterns of growth and development are more important than specific minutiae.¹⁷

Testing for Reading Difficulty

Any program which deals with reading problems naturally begins with some kind of procedure to test the seriousness and type of the existing difficulties. There is at present no one good diagnostic reading test for the college level,¹⁸ so it is usually necessary to use a rather large battery of tests to discover the various elements which need to be studied.¹⁹ It should be pointed out that a good testing program will have several parts to it. There should be, first of all, tests of the eye: for visual efficiency, clearness of image, refraction, astigmatism, and eye balance. In addition, it will be necessary to know the rate of reading for both silent and oral reading. Photographing eye movements to find the number of movements per line and the number of regressions may be helpful in diagnosing reading difficulties. Some method of discovering comprehension of what has been read will be necessary, and also some test of vocabulary.

Planning for Correction

Once the testing has been done the most important part of the remedial program still remains. How is reading to be improved? What are the goals to be? Five objectives have been suggested as essential to the improvement of the reading process:

(1) the elimination of vocalization in silent reading; (2) an improved mastery of vocabulary; (3) a broadening of the span of recognition; (4) an increase in the speed of recognition; (5) the development of a degree of regularity of procedure that would eliminate most of the regressive movements of the eyes.²⁰ Other aspects of the improvement of reading ability are the ability to read in large units, the importance of thinking of the meaning rather than the words, and the desirability of adapting the technique of reading to the particular type of material and the purposes for which the material is being read.²¹

Lest it be thought that the apparatus of remedial reading is the most essential part of the program or that the tests and corrective measures are important in themselves, it should be stressed that the apparatus used is only a means to an end, that end being to emphasize the fact that reading consists in a process of fusing words into thought units, which should constitute the focus of attention. This can be attained by practice in discovering the author's point of view, by noting the central theme of the material read, by analyzing the author's organization of thought, by finding topic sentences, by selecting the most accurate of several statements of the thought of a passage, by answering factual questions regarding what is read, and by predicting the thought of a paragraph from reading the opening sentence.²²

The actual manuals of methods used for remedial work will vary with the circumstances, but there are certain basic goals for any remedial program: the ability to organize material in the mind, increase reading speed, improve vocabulary, skim

¹⁸ Buswell, Guy T. *How Adults Read*. (Supplementary Educational Monograph No. 45.) Chicago, University of Chicago, 1937, p. 143-44.

¹⁹ Witty, Paul, and Kopel, David. *Op. cit.*, p. 205.
²⁰ Dearborn, Walter F., and Wilking, S. Vincent. "Improving the Reading of College Freshmen." *School Review* 49:672-73, November 1941.

²¹ Mention of actual tests used will be found in several places in the literature of the field; for example, in Dearborn and Wilking, above; in Arthur E. Traxler, *op. cit.*; and in Paul Witty and David Kopel, *op. cit.*, p. 340-48.

²² Buswell, Guy T. *Remedial Reading at the College and Adult Levels; an Experimental Study*. (Supplementary Educational Monograph No. 50.) Chicago, University of Chicago, 1939, p. 8.

²³ Buswell, Guy T. *How Adults Read*, p. 131.

²⁴ Bear, Robert M. *Op. cit.*, p. 84-85.

pages accurately, and benefit by associational reading.²³ There are so many human variables that it is clear that the most effective remedial work is done on an individual rather than on a group basis. "It is virtually impossible to find a group of subjects so nearly alike in the factors which were studied that they could be given precisely the same treatment at the same time."²⁴

Results of a Reading Program

One may hear it said that programs for testing and improving the reading of college students are a fine thing. But what do they really do? Is it worth while to consider a remedial reading program? How much actual improvement do they effect? What kind of a prediction can be made about the success of such a program? Are the results uniformly good? The evidence which can be used to answer these and other equally vexing questions about reading problems points to the belief that, if the remedial program is carefully organized and supervised, there can be general improvement in scholarship and reading ability.²⁵ The improvement may not be great in many cases; sometimes it may not even be noticeable; but students at all levels of reading ability may be expected to benefit from a good training program. Intelligent pupils may make larger gains than others, and there will be significant differences between students as to the gains made,²⁶ but it probably can be safely predicted that the average reading rate of a group of students will be increased by more than 50 per cent.²⁷

²³ Wilking, S. Vincent, and Webster, Robert G. *A College Developmental Reading Manual*. Boston, Houghton Mifflin and Co., 1943, p. v.

²⁴ Buswell, Guy T. *Remedial Reading at the College and Adult Levels*, p. 48-49.

²⁵ Simpson, Robert Gilkey. "The Reading Laboratory as a Service Unit in College." *School and Society* 53:623, May 30, 1942.

²⁶ Guiler, W. S., and Coleman, J. H. "Reading at the College Level." *Journal of the American Association of Collegiate Registrars* 17:26-27, October 1941.

Reading rate may be expected to improve even when specific attention in training is not given to this aspect of the subject,²⁸ and at the same time comprehension will not suffer when rate is increased.²⁹ Discussion of rate has been summarized as follows: "(1) it is generally desirable to read as rapidly as can be done with understanding; (2) the rate of reading for many individuals is much below the rate which might become their normal rate for reading with understanding; (3) the reasons for slow rate may vary, but frequently the cause is one of the following: (a) a habit of vocalizing while reading silently, (b) a narrow span of recognition, (c) a slow perceptual reaction time, (d) mind-wandering while reading; (4) increase in rate of reading may be expected if any or all of these factors (a to d) are improved; (5) improvement of these factors may be expected in a remedial program which can control the reading process with graduated increases in speed and which provides much reading experience under these controlled conditions."³⁰

Not only has it been indicated that improvement from a remedial program results, but it is safe to assume that the improvement will be maintained for at least a year. It has been found that only occasionally does a student fall back to a preremedial level.³¹ With roughly four hours a week of training for a semester, the habit of better reading becomes fairly well fixed and is not easily lost even with the passage of time.

Valuable and successful as reading clinics

²⁷ In Bond, Elden A. "The Yale-Harvard Freshmen Speed-Reading Experiment." *School and Society* 54: 107, Aug. 16, 1941, the statement is made that "At the beginning of the training period the students read with an average rate of about 215 words per minute. At the end of their training, the average rate had increased to 335 words per minute."

²⁸ Guiler, W. S., and Coleman, J. H. *Op. cit.*, p. 24.

²⁹ Bear, Robert M. *Op. cit.*, p. 86.

³⁰ Buswell, Guy T. *Remedial Reading at the College and Adult Levels*, p. 57-58.

³¹ Imus, Henry Alfred, Rothney, J. W. M., and Bear, R. M. *Op. cit.*, p. 111.

and remedial programs have been, a word of caution should be given. They have almost achieved the status of a fad, perhaps even as much of a fad as mental tests were some twenty years ago. In the opinion of several people,³² the contribution made by the reading clinics will be somewhat analogous to that from the mental testing movement—that which survives will have a small but significant effect upon educational procedures.

The Library as Remedial Center

Reading clinics have a place in the educational picture of colleges today, and it is the main purpose of this paper to suggest that it might be advisable for the college library to become the agency on the campus which is given the responsibility of organizing, staffing, and carrying through a remedial reading program. This suggestion is made even in the light of recent opinion of public librarians that "there is very marked disapproval of any attempt to cope with the problem of reading disability."³³

The college of today—the liberal arts college—is not primarily a research institution or one devoting its primary energies to the professional training of teachers. For that reason any reading program which is organized will not have as fundamental purposes either the organization or dissemination of clinical information about reading, or the training of staff members to carry on the work in other institutions. It has frequently happened that the reading clinic has been developed at universities under the supervision of the department of education with three purposes in mind: (1) remedial work among the undergraduate and graduate students of the institution, (2) research and publication in the field of reading, (3) training of graduate students to

assist in remedial plans and to start or administer programs. The liberal arts college has no such three-fold purpose. It is, and should be, interested primarily in improving the reading of its own students. In planning to carry out this purpose, one of the first questions to be answered is: Who is to be responsible for the remedial program? The answer must be given in terms of economy of operation, availability of material, education of staff, and the overall philosophy of the institution. The college library is the agency which seems to satisfy many requirements.

The cost of a remedial program is considerable under any circumstances. One survey reports the median cost of eighteen programs as over eight hundred dollars;³⁴ another gives two thousand as the annual budget in a large university.³⁵ It would seem that these figures represent, if anything, a low estimate. In almost any college a person trained for the work will have to be employed; equipment for testing will have to be purchased; batteries of tests will have to be bought; reading materials at various levels of difficulty will have to be provided; and some assistance will have to be obtained to administer and correct tests and to help in supervising the actual remedial work. From a financial standpoint the college library as supervisor would probably decrease costs to some extent because existing materials might be more effectively used, thus reducing the cost of purchasing special new aids to instruction.

A remedial program centered in the library would benefit materially from the experience of the library staff in making use of a variety of material already existing in the collection. The staff members know the means of buying appropriate new ma-

³² *Ibid.*, p. 2.
³³ Edge, Sigrid A. "Preparation for Library Adult Education." *Library Quarterly* 16:48, January 1946.

³⁴ McCaul, R. L. "Cost of Remedial Programs in 18 Colleges." *School and Society* 51:362, Oct. 17, 1942.

³⁵ Triggs, Frances Oralind. *Op. cit.*, p. 19.

terial and of finding new and unusual sources of good training literature.

There are encouraging signs within the library profession that appropriately trained people may soon be available to assist in remedial reading programs. It is almost possible to describe a new philosophy of training and to note a new emphasis. There is a growing interest in all of the problems relating to communication and reading. Consideration of the basic problems of reading is encouraged, and students are being urged to take work in the departments of education to study reading methods and remedial techniques. Thus it is not impossible to expect that by the time a remedial program is organized in a college library, students from library schools will have been trained and will be the natural choices for positions in the program. Librarians, well trained in remedial reading techniques, will make it even more appropriate for the college library to supervise remedial work.

At the time of the Charters survey³⁶ in 1941 most of the remedial reading work in colleges was carried on as part of a course, either in a special how-to-study course or in freshman English or in psychology. Very often independent units were organized and were under the supervision of instructors in psychology, English, composition, or speech; under the supervision of members of the personnel division; or under the department of education. No record has been found in the literature of the subject concerning a remedial reading program organized in a college or university under the library. The question may well be raised whether there is anything inherent in a remedial reading program which makes it impossible or inadvisable to have the library the supervising agency. Opinion

has been expressed³⁷ that, since the work consists of regular and systematic drills and checks, it should not be the function of the library, which does not have the time or the money for careful individual work and does not have the power to control enough of a borrower's time to undertake any systematic testing or corrective program. Some writers have felt that the work of the library should be primarily advisory. Yet, no department of a college has the time or the money unless it is given the job to do, and a department's ability to control the student's time is based on the particular task at hand and not on whether the work is done by the department.

The most valid basis for undertaking any new activity on a college campus is its relation to the fundamental philosophy of the institution. The appropriateness of any one means of realizing that philosophy most effectively must be considered. In these days a college education is being looked upon more and more as a potentially integrating experience for the student. This is important and wise. The library has the opportunity of serving as a catalyst to this integration and in no way more than in emphasizing whenever possible the importance of communication, the dissemination of ideas, and the techniques for reading and assimilating print.

Reading and assimilating are problems in all fields—the sciences, the humanities, the arts. Students working in one are as apt to need assistance as are those in another. The library represents physically and mentally a common meeting ground for all, and a reading clinic under its auspices would teach the student techniques of reading, enlarge his understanding, and advance his integration.

³⁷ Lee, Helen M. "Relation of Remedial Reading to the Public Library." *Library Journal* 66:778, Sept. 15, 1941.

³⁶ Charters, W. W. *Op. cit.*, p. 118.

The Library on the Air

University of Utah

THE LIBRARY of the University of Utah was given the privilege of offering one of the nine thirty-minute programs presented by the university on Radio Station KSL during the school year of 1945-46. The library program was presented Mar. 15, 1946.

The program was scheduled from 10:00 to 10:30 in the evening. This is a choice commercial time; therefore, it was impressed upon all of the participants in the university programs that the offerings would have to be unusually good to warrant retaining this critical one-half hour.

Work was not begun on the program seriously until early in January. At this time the librarian, with the assistance of the staff members, outlined two possible programs. One was a quiz program. After careful consideration, however, the librarian abandoned the idea of a quiz program.

Since the purpose of the broadcast was to tell the people of the state of Utah and the intermountain territory things they should know about the work done in the university library, it seemed completely impossible that listeners to a quiz program could know anything about the book stacks, the services rendered, and such items. They would be unable to answer the questions asked. It is, of course, obvious that half the fun of listening to a quiz type of program is the fun the listeners get in rating themselves. The listener is delighted to find that occasionally he knows the answer sooner than the expert or the man in the street. Therefore, the quiz type of program was out when it was apparent self-rating would not be possible.

The next type of program, actually outlined in some detail, was one in which the library presented various library staff members, who then told the listeners of their daily work. The script for this program was tried out on an extension class of the university with some favorable comment. However, the Radio Guild of the university and the director of the University Radio Series both stated that they felt this script was chloroform on the air.

At the suggestion of the director of the series and the Radio Guild members, the librarian then outlined a tour through the university library with an imaginary group of freshmen asking questions and receiving answers about things which impress visitors. Much of the material was the same as that used in the rejected script. The trial audience liked the new treatment much better.

The thing which made the radio program really successful was the fact that after the librarian had outlined these two scripts he turned them over to the Radio Guild of the university for its members to do with as they pleased. Talented youngsters who had been studying radio from three to four months, and some of them for years, then wrote the script in the form of a radio fantasy. Some of the things these young writers did sound frankly amateurish. For instance, they went back to pioneer days and had an argument between a husband and wife re-enacted as to whether or not there was room in a covered wagon for books.

Several of the writers called on the librarian during this time to get additional

information and criticism. The librarian was apprehensive when the young writers announced they were going to give the library a voice and have the building talk to a drowsy student! But the net effect was surprisingly good.

The Radio Guild provided actors as well as writers. It also provided the incidental music and other sound effects, which amounted to no small task in a one-half hour program. The program finally went through without difficulty. It ran twelve seconds longer than the program director had planned, thus causing the omission of the names of the actors.

The reaction of the university faculty to the program was good. This was an extra compliment as the program was not

planned for them. The radio series and the University Radio Guild both had made it clear that this program was to present the university library to the state.

Listeners who took the trouble to comment said they enjoyed it and that it taught them something about the university library. The educational director of the radio station said that he considered it a model program and that it represented what he thought a college or university ought to do. It combined entertainment with information in a smooth and effective manner.

A few copies of the script for this program may be obtained by writing the librarian of the University of Utah, Salt Lake City.—*L. H. Kirkpatrick.*

University of South Carolina

As one of the results of a staff survey of the University of South Carolina Library in the summer of 1945, the writer¹ formed a committee of himself and two staff members to take charge of publicity. The committee decided that the library should direct its efforts in three directions, each requiring different methods. Posters, exhibits, and items in the student paper would reach the students. The weekly book list and semimonthly social affairs for the various departments, with an off-campus speaker to give them point, would help form closer relations with the faculty. Publicity to the general public, and incidentally to the university administration, required a medium calling attention to the library without advertising specific services. The committee decided upon a series of art exhibits, with stories about them in the Sunday paper, for one of the devices to accomplish their aim. Another device was a series of radio programs.

¹ The writer was formerly librarian of the University of South Carolina.

The first season of the university library program began on September 22 and ended thirty-seven weeks later, on June 1. The time was Saturday evening, 7:00-7:15, the station, WCOS, the local affiliate of the American Broadcasting Co. While the other two stations in Columbia also offered free time for the program, WCOS was chosen because it could schedule the broadcasts at the most convenient and favorable hour. The programs were designed to publicize the university, the university library, and libraries in general, by talks on subjects of current or enduring interest. The speakers usually mentioned one or two books or magazine articles, incidentally. The announcer's introduction and conclusion supplied the "commercial" by mentioning the name of the library.

The programs were all talks or interviews, but the subjects varied considerably. Members of the university faculty talked about some aspect of their subject, the history of the university, special resources or

services of the university, such as the mineral collection and the bureau of public administration, or a topic of great current interest, such as Iran and the atomic bomb. Four librarians from the county library and the secretary of the state library board took part in several programs designed to call attention, more or less directly, to the services of both libraries. Local notables talked on four programs, one on state affairs, another on world peace, another on Japan, and the last on the local community theatre. The editor of a new student magazine outlined his plans for the future. A visiting scholar talked about his subject—the history of engineering—and about various books in the university library dealing with his field of interest. Eighteen broadcasts—about half—called attention to the university; nine—mostly book reviews—publicized the library; the others advertised public libraries. Thus, while the subjects ranged from Shaw to Thomas Cooper, the listener heard in each program something about the institutions being publicized.

The program achieved its purpose of calling attention to the university library, at least on the campus. The aim was modest, after all. If the purpose had been to give the general public a more thorough understanding of world, national, and state

affairs, success would not have been so easily attained. A series such as this first year's broadcasts can be arranged with no great difficulty. Radio stations welcome educational programs. The university librarian has a group of trained speakers to call upon—the faculty—and prominent men and women off the campus as well, since they usually like to speak for the university. The techniques of radio presentation consist of a few simple rules which speakers such as these either know or quickly learn. If, as occasionally happens, a program turns out dull or poor, the director of the program need fear no reprisal from an angry sponsor. Moreover, a local program featuring local speakers has a drawing power out of proportion to its merits.

On the whole, the university library program brought good returns, in prestige, during its first year. If continued it may bring in more tangible returns, such as gifts and alumni support. As time goes on it may be used more effectively than in its first year to increase public interest in school and public libraries. With more careful planning, it might become a medium for adult education, informing the people of the state on the vital issues facing the world today. We should take advantage of this opportunity.—*John VanMale.*

Peabody Library School Scholarships

PEABODY Library School is offering for the summer of 1947 six scholarships of one hundred dollars each to students who wish to work toward the M.S. in L.S. degree. Requests for scholarships should be received not later than Apr. 15, 1947. For further information address the Director, Peabody Library School, Nashville 4, Tenn.

By MILTON HALSEY THOMAS

Yale Honors Book-Collecting and Librarianship

ON THE eighteenth and nineteenth of October, to mark the return of the institution to peacetime pursuits and to call attention anew to its notable collections in the fields of letters, science, and the fine arts, Yale University gave a series of receptions and exhibitions and culminated the week-end with a convocation honoring librarians, collectors, and museum curators by conferring honorary degrees on twelve distinguished representatives of these fields from various parts of the United States. At a reception on the afternoon of the eighteenth at the Peabody Museum of Natural History, a mural by Rudolph Zallinger in the Great Hall of Reptiles, depicting life in the Mesozoic age in what is now Montana was unveiled together with a series of dioramas by Perry Wilson on the flora and fauna of Southern New England. The same evening there was a reception in the Yale Art Gallery, the opening of a special exhibition of paintings, prints, and sculpture, and an address by William M. Ivins, Jr. Saturday afternoon there was a reception in the rare book room of the Sterling Memorial Library at which three hundred of Yale's choicest and rarest printed books were exhibited, many of them, not in cases, but on tables where they could be picked up and examined. Coincident with these festivities the Yale University Press published a handsome fifty-page illustrated volume on *The Yale Collections*, which was presented to guests.

The convocation on Saturday evening in

Woolsey Hall was opened by President Charles Seymour, who spoke feelingly, in a brief address of welcome, of the good fortune of Yale and the other institutions of America in being spared the devastation visited upon so many universities and cultural centers of the old world. He pledged that with the opportunity afforded by the return of peace, Yale would "go forward with the essential mission of a university, which is to preserve and to strengthen the civilizing aspects of human life."

The convocation address was made by Lawrence C. Wroth, librarian of the John Carter Brown Library of Brown University, who spoke on "The Validity of Antiquarianism." In paying tribute to those who through the past and into the present have assembled great private and public collections of books, manuscripts, works of art and of natural history, Mr. Wroth said:

The men who make and serve museums and libraries certainly are truly happy men. These men, the makers and administrators of museums and libraries, are free men, above the necessity for judgment between good and evil. It is theirs merely to assemble and arrange the evidence.

They are happy in believing that the greater the body of evidence in hand and the clearer the record it establishes of the past the more merciful, the juster, will be the judgments and the more intelligent the programs for the future.

The candidates for honorary degrees were presented to President Seymour by the Pub-

lic Orator, Chauncey Brewster Tinker, Keeper of the Rare Books of Yale University and Sterling Professor of English Literature, Emeritus. Professor Tinker used the following citations in presenting Henry Raup Wagner, bibliophile and author, Lawrence Counselman Wroth, librarian of the John Carter Brown Library of Brown University, Keyes DeWitt Metcalf, director of the Harvard University Libraries, Harry Miller Lydenberg, director emeritus of the New York Public Library, and Luther Harris Evans, Librarian of Congress:

Henry Raup Wagner

Mr. President, I have the honour to name for the degree of Doctor of Humane Letters, the bibliophile and author, Henry Raup Wagner, *in absentia*. A graduate of Yale College in the class of 1884.

This celebration would be neither representative nor complete without the recognition of the private collector himself, for is he not the flowing source from which great libraries and museums derive their sustenance? I do not say that Mr. Wagner is the greatest of collectors, but that he is the most typical. Book-collecting has been his chief and abiding occupation. His relentless pursuit has been carried on through five successive decades and during his residence in three different continents. Thus he has become a citizen of the world. He is a part of all that he has met, and whatever he has met has been utilised to develop his skill as a collector. He has known every dealer, every librarian, and every bibliographer of his time. He has sought for books in Chile and in Guatemala.

During his residence in England he gathered the ten thousand volumes that constitute his great collection of tracts on British and Irish economics and trade from 1600 onwards. An even larger collection of books on Mexico was formed during his residence in that country. His regular business affairs seem never to have interfered with the exhaustive study of his books—a study resulting in the publication of bibliographies definitive in character.

It was impossible for Mr. Wagner to keep

all the collections that he formed, since it would have required a castle to contain them. He therefore gave or sold them to the great libraries of the country, and thus wrote his name large in the history of the Huntington, the library of the University of Texas, and many others. Four such collections, including the two I have mentioned, were received by the Yale library during the twenty-one years from 1915 to 1936.

His reputation as a collector is surpassed only by his skill as a bibliographer. A mere "checklist" of his publications covers some sixteen pages. His autobiography bears the significant title, *Bullion to Books*; but his reputation in future will repose rather on the latter element than on the first.

Lawrence Counselman Wroth

Mr. President, I have the honour to name for the degree of Doctor of Humane Letters, the librarian of the John Carter Brown Library of Brown University, Lawrence Counselman Wroth, the speaker of the evening.

Mr. Wroth is the connecting link between the mad collector and the sane librarian. His skill in this benign mediation springs from his scholarship in bibliography, the art of detecting and recording the origin, reliability, and interrelation of books, for the use of future scholars. It aims to set in order the whole body of information on a particular subject and thus to promote sound learning. Mr. Wroth is never weary of showing that it is the collectors who make possible the great libraries, such as the Morgan, the Folger, the Huntington, and his own John Carter Brown library.

Book-collectors are first laughed at for their childish hobby, as though on a plane with boys who make stamp albums or collect birds' eggs. As mature spirits they might have been expected to lay aside such trifling amusements. But at last, when a collection has become so comprehensive that even a scholar can no longer neglect it, the man who has created it attains a sudden prominence. He is then praised for his acumen and foresight, since, as a result of his madness, precious facts have been rescued from the dark backward and abyss of time. He is then praised as one who has preserved documents and original information which others in their fine

indifference have passed by as of no account.

Because Mr. Wroth can appreciate and defend collectors his name is written on their grateful hearts. To be in his presence is to share his zest for the subject. The very title of his fine essay, *The Chief End of Book Madness*, is indicative of the service he renders, for it implies that the book-collector has an end and aim. Of that end and aim, the libraries of the country are the beneficiaries.

In all his writing there is clarity and charm, but nothing "punchy." He assumes the presence of an audience at once mature, fair-minded, and educated—an audience, in other words, like unto himself.

Keyes DeWitt Metcalf

Mr. President, I have the honour to name for the degree of Doctor of Humane Letters the Director of the Harvard Libraries, Keyes DeWitt Metcalf.

Mr. Metcalf has been at the Harvard College Library since 1927, before which time he had been in the staff of the New York Public Library, where he had succeeded Mr. Lydenberg as chief of the Reference Department.

In Cambridge he became the custodian of a tradition which had been active through three centuries. Interrupted in 1764 by the fire which destroyed the college library, its pre-eminence was re-established in the 19th century. Since then, among universities, it has set the pace and drawn other institutions into keen and fruitful rivalry with it. *Stimulus dedit aemula virtus.*

We at Yale have never forgotten our relation to the elder sister, from whom we are not ashamed to learn; indeed, to a certain healthy rivalry with it, we owe a stimulus which is ever present in our minds.

Assured of worthiness, we do not dread Competitors, we rather give them hail,
And greeting in the lists where we may fail.

Mr. Metcalf presides over seventy-seven different libraries in Cambridge, containing a total of four and a half million titles.

He is not a man of many words. It is related that on a social occasion in a South American land, when library affairs were being generally discussed, a lady of great social distinction and some learning, suddenly interrupted a lively conversation with the

telling words, "Mr. Metcalf has spoken." It was a pregnant admonition; for on those rare occasions when Mr. Metcalf speaks out, we should all do well to listen.

Harry Miller Lydenberg

Mr. President, I have the honour to name for the degree of Doctor of Humane Letters the Director Emeritus of the New York Public Library, Harry Miller Lydenberg.

His staff at the New York Public remember him, not as a remote administrator seen but seldom among the workers, but as the one among them who (a) knew the books; who (b) had an expert's knowledge of everything relating to the manufacture of printed books, paper, ink, print, binding, lettering, and engraving, and, in particular, to their care and protection; and who (c) knew the whole history of the triune institution which the New York Public had become. He linked it back to the days of Dr. Billings and the old Astor and Lenox libraries. He had begun his career by cataloguing books in the latter.

During his connection with that greatest of public libraries, it was shown that a harmonious operation might take place between two apparently opposed conceptions, that of a popular library—a library for the people—and a scholar's library—a library for the student. His task was, moreover, to build up and round out the reference collections, a work which, in the opinion of his peers, was never equalled anywhere.

One month after his retirement in October 1941, he accepted the post of Director-Librarian of the *Biblioteca Benjamin Franklin* in Mexico, where an attempt was being made to put modern books, largely in a foreign tongue, before a cultured, sophisticated community with rich collections of its own.

In August 1943 he assumed the directorship of the American Library Association's Board on International Relations and in January last went to Europe as a member of the Library of Congress Mission. Its object was to speed the flow of books from Germany to American libraries, to study library conditions there and elsewhere; and to promote a normal intercourse among libraries, universities and learned societies. In Europe, as formerly in New York, his modest and eager personality, his youthful mind and spirit, his warm and

inspiring friendship became of international influence.

Luther Harris Evans

Mr. President, I have the honour to name for the degree of Doctor of Humane Letters, the Librarian of Congress, Luther Harris Evans.

No higher compliment could be paid to our national librarian than the announcement that his election, occurring as it did after the passing of the comet, was the most natural one that could be made. After years of service in the Library, he succeeded, with complete appropriateness to the custodianship of the American record. As he has himself remarked, the outlook of the high office to which he had risen was once upon the Capitol building itself, as though to remind the librarian that his services were to be primarily, and perhaps exclusively, devoted to the needs of the Congress. In his latest utterance he has transcended but by no means excluded this view of the institution. "Libraries," he remarks, "make men realise the greatness of the past achievements of the human race and the source of our strength for the morrow."

The Librarian of Congress is *servus servorum*, the leader in a vast fellowship which extends its assistance to other libraries in the form of printed catalogue cards, "union lists," bibliographies, loans, and, above all, in its example as promoting the "enlightenment and welfare of the human family." In its vast treasury, no language is lacking and no country unrepresented.

It is a comfort to repose our trust in one who has no terror of the *Congressional Record* or of the continuous stream of copyrighted books, in one who can think in terms of shelves extending for hundreds of miles, and of annual accessions in millions. Mere size does not confuse his thinking, but

Pleased the nation's service to perform,
He rides in the whirlwind and directs the storm.

When President Seymour had conferred the last degree and Mr. Tinker had resumed his seat, Wilmarth Sheldon Lewis, fellow of the Yale Corporation and chairman of the Yale University Council on the

Library and Museums, surprised the audience and Mr. Tinker by stepping forward and presenting him for a similar honor:

Mr. President [said Mr. Lewis], I have the honor to present for the degree of Doctor of Letters, the Keeper of Rare Books and Sterling Professor of English Literature, Emeritus, Chauncey Brewster Tinker.

When Mr. Tinker entered Yale as a freshman fifty-one years ago the bells of Battell should have celebrated his arrival, for few Yale men have ever had a happier influence upon their alma mater. For forty-two years he taught the students of the university; for ten college generations and more he led them through the streets and courts of Johnson's London and he opened to them the magic casements of poetry. From one end of this country to the other are men who think of Boswell, Wordsworth, Matthew Arnold, and, above all, Shakespeare, in the words and accents of this master-teacher. Many of these men are themselves teachers treading the paths opened or widened by Mr. Tinker who has ever been a pioneer in research; many more are men whose lives are spent far from these paths, but who carry with them the memory of a beauty and an excitement brought to them long ago in A One Osborne Hall or in the topless tower of Phelps Gate-way.

But, Mr. President, Professor Tinker stands before you tonight not only as a teacher and a scholar; he stands before you in another character, as well: the champion of the Yale Library, its benefactor and dedicated servant. His address on Alumni Day, 1924, opened a new era in the university's history, for he brought home to the Yale community the fact—so easily lost sight of—that the foundation upon which a university rests is its library. The Yale Library, we learned, is one of the great libraries of the world and should be honored by all those who wish the university well. Nay, more, he said, it should be supported, in fact, enriched by all who wish the university well. They should load it with treasure as the men and women of the Middle Ages adorned their cathedrals to the greater glory of God.

His words were heard. Graduates and friends of Yale, led by his precept and ex-

ample, discovered the library to be a place of inspiration and enchantment. They were, they found, the latest in a devoted band of men and women who for upwards of two and one-half centuries have brought to Yale the materials of scholarship which a university must have if it is to fulfill its high purpose.

This convocation signalizes one moment in that endless expression of aspiration and faith. Yale has been happiest when the collector, the custodian, and the scholar have been in harmony. These three are rarely met in one person, but such a man, Mr. President, comes before you now, applauded by his old students and colleagues and the friends of libraries and museums and of learning wherever they may be found.

Six other curators or directors of museums were also awarded honorary degrees.

The Yale Collections by Wilmarth S. Lewis¹ is a book which highlights all that was said and done at the ceremonies we have described, and its accounts of Yale's possessions in books, manuscripts, paintings, silver, furniture, textiles, ancient art, natural history, and anthropology are sufficient to drive anyone in a less-favored institution into a state of quiet despair. There are chapters on the library, the art gallery, the Peabody Museum of Natural History, and the anthropological museum, in which the history and development of each is traced and some account is given of the more notable of the individual collections acquired by gift or purchase by which they have been built up.

¹ New Haven, Conn., Yale University Press, 1946.

What Do the Members of A.C.R.L. Want?

(Continued from page 10)

the minority groups in even a worse position than at present. The question would legitimately be raised, why should any group such as the A.C.R.L. remain within the A.L.A. if it is to collect its own dues irrespective of A.L.A.? It would be far better to have an association of college, university, and reference librarians with its own branches in the various states uniting with other groups in the state for action on state and local affairs. If the proposal for universal membership mentioned above should become a reality, the strangle hold upon the minority groups would become complete. The only solution in such a case would seem to be to build up an organization for the larger minority groups similar to that of S.L.A.

All members of the A.C.R.L. committee want a strong national association representing the entire library profession but with autonomy for special groups in the management of their own affairs and with the

privilege of deciding upon the general activities of value to their groups. This is democracy. The original proposals were designed to point the way for the formation of a strong national association representing all special groups. Even the proposal to form in six months a separate association of college and university librarians unless the A.L.A. was willing to discuss the proposals of the committee was made with the idea as expressed by one member that "temporary separation from the A.L.A. may be the most satisfactory method of bringing to the attention of A.L.A. the need for a radical change in the national organizations of libraries and librarians." The committee believed that the development of a strong national association as a holding corporation in the autonomy for special groups, with decentralized control, with a much greater participation by a much larger proportion of the membership is necessary for the successful advancement of librarianship in the U.S.

Exchange Materials Used in College and University Libraries

PROFESSIONAL literature has devoted little attention to the important problem of interlibrary exchange. With librarians seeking adjustment to plans of service based on standards far above those of prewar days, it is worth while considering all resources and facilities which might support effective programs. This is especially true now, since so many foreign libraries are seeking exchange relationships.

There are indications that exchange relations between libraries will expand. While paper shortages still exist, they should not continue. As far back as 1930 the University of Illinois sent out in one year on exchange 10,970 copies of 92 different University of Illinois publications. Illinois, of course, had approximately 85 copies of each printed dissertation and from 10 to 25 copies of each university publication. The success of Illinois and other libraries suggests possibilities for other institutions.

This paper is therefore offered as a preliminary analysis of the problems involved in setting up a suitable and efficient exchange program. The present purposes are threefold: (1) to indicate the scope of available exchange material; (2) to determine the extent to which such material is being fully exploited; and (3) to bring together the salient points made in published material on the subject. In discussing these purposes it is assumed that full use is not being made of available exchange material and that where such materials

are being used they are not being used to the best advantage.

Three limitations are present in this study. In the first place, only colleges and universities in the United States have been considered. This narrows the exchange field considerably. The division of exchanges into national and international groups, however, seems logical. Secondly, the actual dispersal of the materials is not considered, unless it has a definite bearing on the materials used. The third limitation is that what follows is concerned only with interlibrary exchange and not exchange between libraries and dealers.

Broadly speaking, exchange materials may be broken down into five categories: dissertations, university publications, duplicate books, duplicate serials, and nonduplicate materials. The tabulated results of a questionnaire (see Table) recently sent out by the Columbia University Libraries for the purpose of organizing and fostering this exchange program indicates that the three major forms of exchange material used by college and university libraries are journals, university published serials (monographic), and dissertations (whole or in abstract).

Kellar, in his "Memoranda on Library Cooperation," points out that "all libraries have some books which, to them, are a complete liability. They require housing, cataloging, and administration, and never pay dividends in terms of usage. These same books, if placed in other libraries, may

TABLE
Exchange Materials Distributed by College and University Libraries

Library	Univ. Catalogs, etc.	Dissertations: Whole and Abstract	Dup. Books	Dup. Serials	Non-Dups.	Univ. Monographic Series	Journals	Press Publs.	Dept. Publs.	Lib. Publs.	Inst. Publs.	No. of Categories Used
Arizona		x					x					2
Arkansas							x					1
Bowdoin	x										x	2
Brown		x				x				x		3
California		x				x				x	x	4
Clark		x								x		2
Colorado						x						1
Cornell	x	x					x					3
Delaware							x					1
Denver									x			1
Florida	x		x	x		x						4
Harvard—Littauer			x	x								2
Peabody											x	1
Iowa						x	x					2
Johns Hopkins	x	x					x					3
Joint University Libraries	x	x							x		x	4
Kansas						x	x				x	3
Louisiana State							x					1
Maine						x					x	2
Minnesota	x	x				x	x				x	5
Missouri		x					x			x		3
Montana						x					x	2
Nebraska	x	x				x						3
New Mexico	x						x	x				3
Oklahoma	x											1
Oregon						x	x					2
Princeton		x				x	x		x	x		5
Southern California		x				x	x			x		4
Stanford	x	x				x	x			x	x	6
Temple	x	x	x	x			x			x		6
Tulane		x						x		x		3
Virginia										x		1
Washington (St. Louis)						x	x					2
Washington (Seattle)	x	x				x	x		x	x	x	7
West Virginia						x					x	2
Western Reserve	x											1
Wisconsin		x						x				2
Yale		x				x	x			x	x	5
38 Totals	13	18	3	3		18	19	3	4	12	12	

be in active circulation, even filling in gaps difficult to bridge otherwise."¹ These materials include books which are not in fields stressed by the library and books which are not otherwise suitable for the libraries' collections. An example of this situation is a college library which has received through gift many books on theology. If the institution offers no courses in theology these books may be either a waste from the point of view of handling and storage or they may be a potential asset from the point of view of exchange. Similarly, the clientele of a large research university may find of little use books on the secondary school level but they may be of definite value to users of the small college library. These types of material apparently have been generally overlooked in the exchange field. Of a total of thirty-eight libraries replying to the Columbia questionnaire, not one indicated using nonduplicate material for exchange.

Kellar definitely favors a widespread, liberal exchange policy. He points out that there are now three types of books resting on many library shelves which could be put to active use through exchange. These are duplicate copies not in use, books of general character not in use because of lack of interest, and books of a highly specialized nature outside the field of concentration of the holding institution.

On the matter of using an institution's own publications for exchange, as early as 1913 Guy Stanton Ford² noted that any library with a well-developed and efficient exchange department can do much to accumulate valuable materials by distributing the university's own publications. Often whole literatures can be enriched with ma-

terials of value greater than the salary of an active exchange librarian.

The question of the use of dissertations as exchange material is one which has not been answered satisfactorily. More than one-half of all universities granting the doctorate make some provision for immediate or eventual publication of dissertations, either in whole or in part. Figures in *American Universities and Colleges* show that forty-two universities require publication of the dissertation, twenty-one others require abstracts only, and four additional institutions allow a choice or require only abstracts in certain fields. Sometimes these abstracts are issued as separate publications or appear in scientific or technical periodicals.³ In any case, the exchange of dissertations is generally an effective means of disseminating the results of research and investigation. Where one of the requirements for obtaining a Ph.D. degree is the depositing of a certain number of copies of the dissertation, the basis for an important exchange relationship is provided.

University publications as a major group of exchange materials were mentioned briefly above. These publications may be broken down conveniently into the following categories: university catalogs, bulletins, and other official publications; publications of university presses; publications of the various departments of the college or university; publications of the library; and publications of societies and institutions located within the precincts of the university which are either affiliated with or are not definitely a part of the corporate body. In some cases the publications of the college or university press are available in limited quantities for exchange without cost to the library. Other institutions have an ar-

¹ Kellar, Herbert A. "Memoranda on Library Cooperation," No. 1. Washington, 1941, p. 10.

² Ford, Guy Stanton. "The Library and the Graduate School." Association of American Universities. *Journal of Proceedings* 15:43, 1913.

³ Marsh, Clarence Stephen, ed. *American Universities and Colleges*, 4th ed. Washington, American Council on Education, 1940, p. 66.

rangement whereby the library may purchase these publications at a substantial discount. On the other hand, in all too many cases, no arrangement exists for obtaining such materials for exchange.

As Fleming, Raney, and Downs point out, many librarians do not realize the quantity or scope of the potential exchange material which they have at hand. Fleming calls attention to the fact that a librarian frequently is neither aware of what the college or university press publishes, nor does he receive stock of the publications. According to him:

The librarian should employ every available method possible to persuade the college authorities of the necessity and desirability of receiving exchange stock. The establishment of commercial college and university presses by many institutions has resulted in libraries' failing to secure any exchange stock.⁴

University Press Publications

In connection with the use of university press publications as exchange material, Raney suggested that a part of every issue of the press should be deposited with the library for exchange purposes without deduction from the library's budget. These issues could be used to obtain periodicals and the publications of learned societies and academies, educational institutions, and research agencies.⁵

Downs also emphasized the value of exchange in this way:

One of the most used materials for developing state document collections is through exchange with other institutions. A problem is how to get material which can be offered on exchange basis. The state library and perhaps the state supreme court library, under the laws of some states, are furnished with a specific number of copies of official publications for exchange purposes. The use

made of this privilege has varied considerably in effectiveness. . . . The problem of exchanges is one which merits more attention from research libraries. Those libraries associated with active university presses are in a particularly fortunate situation. With time and patience, extremely valuable exchange relations can be developed with learned institutions and organizations throughout the world. . . . In some institutions the press is not inclined to be generous with free copies to the library, but there are probably few presses who would not sell their publications at cost to the libraries for exchange purposes.⁶

In large universities certain departments often issue publications under their own imprint. Whether or not these publications are sent on exchange through the library is outside the scope of this paper. The fact to be noted is that such publications do exist and that they are fit material for advantageous exchange relationships. Although the library of an institution may publish only material which is of interest or value to the profession, it is still true that a large exchange market exists where these publications are very valuable. The output of the library may consist only of a mimeographed newsheet or it may be a monographic series of bibliographical importance. A certain proportion of this material may be used for exchange purposes.

Learned Societies

Many learned societies and institutions work closely with colleges and universities in the furtherance of their aims as scholarly groups, and their journals are edited and often published under university or college sponsorship. Often arrangements can be made with these groups to set up exchange relations. Certainly the publications which are issued by these groups receive many allied journals and monographs which seek to be recognized or mentioned in these

⁴ Fleming, Thomas P. "Developing Library Resources with Limited Funds." *Library Journal* 63:138, Feb. 15, 1938.

⁵ Raney, M. Llewellyn. *The University Libraries*. Chicago, University of Chicago Press, 1933, p. 17.

⁶ Downs, Robert B. "Problems in the Acquisition of Research Materials." Randall, William M., ed. *The Acquisition and Cataloging of Books*. Chicago, University of Chicago Press, 1940, p. 72.

scholarly publications. It is quite easy to understand that the materials received by these societies are not going to be kept for a long period of time when facilities for handling and storage are not readily available. This is where the library might come in. It may be that the society or institution will agree to turn over to the library the publications which it receives in this manner and will allow the library to purchase subscriptions to its publications at a greatly reduced rate or even at cost. This is an indirect exchange procedure, but the ultimate effect is similar to that resulting from a more direct method.

Although lists of duplicate books for exchange are common in most college and university libraries, the answers to the questionnaire issued by the Columbia University Libraries indicate that three of the thirty-seven libraries supplying data use duplicate books as exchange material (Table.) Most libraries probably avoid using duplicate books as exchange material because so much time and money are involved in the preparation of lists. It may be that the answer to this objection is the formation of more and better exchange unions. Perhaps a re-examination of the question of duplicate books would awake in the minds of librarians a fuller realization of the value of this material when used for exchanges.

In a similar vein, duplicate serials are often an excellent source for exchange materials. But here, too, only three libraries make use of serials in this way. The problem again is one of cost in listing the serials available. At present a great many libraries are probably concentrating on saving their duplicate serials for the devastated libraries of Europe. This commendable practice has a further advantage of requiring less listing (or perhaps none). However, should there not be a plan for

the use of these materials after the present crisis in European libraries is over?

At any rate, it is advisable to remember that serial duplicates have value above and beyond their use as replacements within a single institution. Downs points out:

The question of duplicate exchanges has never been put on a systematic basis except perhaps by the medical librarians. There is no doubt that quantities of duplicate material in all fields exist, taking up needed space in libraries and of no use to the possessors. The labor and expense of detailed listings and record-keeping have discouraged librarians from disposing of these accumulations.⁷

Fleming suggests that, in gathering a stock of materials to use for exchange, an effort be made to acquire a quantity of back issues of publications of a college. Every library has a long list of desiderata "either literally or figuratively. Now, if a library were to actually purchase all the desirable items which cross its path, there would be little money left for any purposes, including salaries. It is possible, however, to acquire a great many desirable items from the duplicates of other libraries merely for the cost of transportation."⁸ In order to do this a supply of materials must be kept on hand to be offered in exchange for materials obtained.

In comparison with the figures from the Columbia libraries' questionnaire, Terry's findings may be noted.⁹ Of 225 libraries reporting, 5 did not check the kind of materials used for exchange; 123 checked college or university publications; 34, dissertations; 95, duplicate books; 121, duplicate serials; and 107, duplicate serials and continuations. In other words, 20 of the libraries reporting used all five of these types of exchange materials; 45 used all but dis-

⁷ *Op. cit.*, p. 73.

⁸ *Op. cit.*, p. 139.

⁹ Terry, Juanita. "A List of College and University Publications Available as Exchanges." (Unpublished master's essay.) Columbia University, 1939.

sertations; 14 used duplicate serials and continuations. Of all libraries reporting in 1939, the most-used type of exchange material was college and university publications. Today college and university publications again rank first as exchange material, with dissertations next. In regard to the number of types of materials used by individual colleges, 1 uses seven, 2 use six, and 3 use five. These figures represent replies from 38 institutions regarding eleven different categories of materials. It should be pointed out, however, that the questionnaire sent out by Columbia does not represent a full and complete report from those libraries which answered the questionnaire; in other words, these answers reflect only the situation between the libraries reporting and Columbia. It may be that the reporting libraries use other materials for exchange than those which they send to Columbia.

Other Materials

Two other forms of exchange material should be mentioned: microfilm and documents issued by state, city, or other government agencies. Microfilm has not been specifically included in the foregoing statements since it represents, first of all, a class in itself; and, secondly, it is not yet significant as an exchange item. However, it is probable that microfilm can and will play an important part in exchange relationships in the near future. Official documents have not been separately classed in this discussion because these are considered, not so much as documents, but rather as books or serials. Therefore, they fit into the classifications already mentioned.

Miscellaneous materials used for exchange purposes may include newspapers; trade catalogs; annual reports of companies and societies; and financial reports, histories, directories, and similar publications of col-

leges and universities.

Ivander MacIver's articles on exchange have been mainly concerned with serial publications, but her observations may be applied to all groups of exchange materials. She contends that the library should not have to pay from the book fund for materials used for exchange. Another point which MacIver makes is that there is a definite tendency to get materials in the same fields as those in which libraries offer materials on exchange. Thus, there is a tendency to offer a series in return for a series.

Summary

In summary, it may be stated that many librarians in colleges and universities do not realize the potentialities for exchange purposes of their available materials, which may consist of at least twelve categories. Briefly, these categories may be listed as follows: (1) university catalogs, bulletins, and other official publications; (2) dissertations—whole or in abstract; (3) duplicate books; (4) duplicate serials; (5) nonduplicate materials; (6) university published serials—monographic; (7) university published journals; (8) university press publications; (9) department publications; (10) library publications; (11) society and institute publications; (12) miscellaneous materials including such items as microfilm, catalogs, newspapers, and pamphlets. Generally speaking, the sources of material to be used for exchange can be divided into five groups: by deposit (as with government publications), by gift, by purchase, by arrangement with the publisher (university press publications), and by discarding from the libraries' collections. There is much that can be done to bring increased benefits from exchanges, and *now* is the time to start doing it.

College Librarians and the Higher Learning

PROFESSOR JACQUES BARZUN recently put librarians in their place.¹ As a basis for developing his theme, he set up certain criteria of "attention" and "general knowledge" to measure the librarian's effectiveness. But what Professor Barzun politely said seemed to add up to this: Librarians are not sufficiently informed to be at ease in the presence of scholars and other well-informed customers; they do not make critical distinctions as nicely as scholars do; and they do not as a group possess that body of traditional learning—promoted so effectively in *The Teacher in America*—which is necessary for admittance into Barzun's inner circle. In a word, the professor is unwilling to deal with us as intellectual equals.

Now, if it were not for the core of truth the speaker had presented, any librarian present might have resented his approach. But our professional brethren merely asked Professor Barzun how librarians could more effectively serve college teachers in their work. It were as if college librarians did not normally exhaust themselves in setting things up right for the teaching program as well as in helping students complete the teaching process only started in most classrooms. Librarians, of course, could do more and better; but that would not get them into Barzun's heaven. They would only be revealing more "scaffolding;" they would not be building the true edifice whose

architects reap their rewards in terms of professional recognition and salary.

Nor did we have to wait for a professional get-together to become aware of our difficulties. We have discussed them frequently in private conversation and in conference jam sessions. From time to time our group frustration has articulated itself in professional literature. Some of the bibliography of these outcries is discussed by William Dosite Postell.² His list of titles reveals an obviously felt need of self-improvement, if not self-justification, of librarians as scholars, authors, and teachers. And doesn't A. F. Kuhlman's "Can the Association of College and Reference Libraries Achieve Professional Status?"³ try to resolve our evident but unwarranted inferiority complex? Add also to the recent literature Robert Bingham Downs's "Academic Status for University Librarians—a New Approach."⁴

Much of this literature of complaint speaks of the good old days when scholars became librarians so that, naturally enough, librarians were scholars. If one were to try to place his finger on the transitional process which changed all this, he would probably summarize his findings in somewhat this fashion: The college and university have widened their scope, increased their student bodies, and changed their methods of teaching in such a way as to

¹ Barzun, Jacques. "The Scholar Looks at the Library." *College and Research Libraries* 7:113-17, April 1946.

² "The Art of Librarianship." *School and Society* 61:419-21, June 30, 1945.

³ *College and Research Libraries* 7:145-51, April 1946.

⁴ *College and Research Libraries* 7:6-9, 26, January 1946.

draw in libraries on a grand scale. The magnitude of the librarian's task in this newly expanded service institution has acted to bring down the level of his intellectual productivity.

A chief goal in all of this thinking about librarians and scholars is, if we state it candidly, to achieve the salary levels, opportunities for advancement, and other privileges of our colleagues on the teaching staff. We do not seem to be getting anywhere—except for a limited number of top ranking librarians—by our scaffolding activities however brilliantly and professionally these are performed. Are we then the hopeless victims of a system or situation? We need not be.

Something of a solution must develop if we proceed on a practical, systematic basis toward the attainment of our goal. There are two basic aspects of such a program—its ideological content and the specific organizational forms of activity to be undertaken. Operations in this second area will involve such decisions as: Are trade union forms more or less effective than professional organizations? In dealing with these specific aims, should we join teachers' organizations in preference to librarians' organizations, or vice versa? These and all sorts of questions of tactics and approach are best answered by experience and should be left in tentative form for the present.

Successful Patterns

We do, however, have a few specific notions as to successful patterns among the ideas we have to handle. We know, for instance, that top administrative positions are most likely to be rewarded justly. This may be accepted at face value as being well and good for those who are fortunate enough to climb into the limited number of available posts; that is, provided this par-

ticular opportunity for advancement is offered with strict adherence to the competitive principle. Full publicity of openings will help in this direction. Hierarchic controls of key posts should cease to exist.

From the point of view of professional welfare, one qualification beyond all others is required of the administrator who is chosen for one of these posts. This first essential is the willingness and capacity to arrange librarianship so as to move toward the full development and self-realization of that large mass of professional assistants who, for reasons which need not be enumerated here, will never reach the very top. This administrator must, and he often has it within his power to, see to it that library jobs are not crowded with technical and clerical detail. He must relieve his assistants of every possible task which could be performed by nonlibrarian staff.

With his basic organizational structure thus rationalized, this administrator must now proceed to encourage his staff in directions which will be recognized as architecture rather than scaffolding. As a beginning he and his administrative lieutenants must renounce the too-prevalent practice of discouraging all reading during working hours. Nor should he assign to each assistant just a little more work than he can accomplish in the time allotted. No profession can possibly remain alert under such restrictive conditions as prevail in most libraries. To this may be added a liberalized interpretation of work schedules, summer vacations and leaves with pay, and part of the college teacher's advantageous *modus operandi et vivendi* begins to come into view. Professor Barzun sensed the unfortunate plight of librarians in the matter of free time rather precisely when he said, "It seems to me that it behooves the profession as a whole to make this representation to the authorities and provide oppor-

tunities for librarians to read, to become well-informed, and to serve their public in that intangible, yet important, way of being the same kind of person."

Now, having to an extent thus liberated his staff members, the administrator should be capable of channeling their energies so as to provide optimum conditions for creative librarianship. One of the chief objectives of a college library organization should be to arrange for professional librarians to work under conditions conducive to the manufacture of a product comparable to that of their colleagues, the college teachers. There is no doubt that, by and large, college librarians would, if given the chance, compete successfully with college teachers for available rewards. And who will deny that the cause of education, from the standpoint of student, teacher, and librarian, will be favored by this emphasis.

Ways to Reach Goal

To date we see three broad types of endeavor which may lead college librarians toward the status they desire. Subsumed within the first is such a group of professional activities as A. F. Kuhlman lists in the article mentioned above. The items which at the moment seem best suited to accomplish immediate aims are: "Improve the professional education and training for college and reference librarians. Develop strong professional leadership in A.C.R.L. membership. Integrate A.C.R.L. librarianship with instructional and research efforts of faculties and learned societies. Encourage experimentation, research, and publication on problems of librarianship in college and reference libraries." Just how these activities will enhance professional status in the desired manner is seen only vaguely now. But as the elements of Kuhlman's program are worked out, their promise will be realized at least in part.

Whatever else we may do in developing this part of our program, we must point out in no uncertain terms that our instructional and research activities in the field of librarianship bear marks of academic achievement comparable to that of the teaching staff. We certainly should be able to demonstrate that the operational level reached by technical process librarians in the organization of knowledge and the materials of learning requires a kind of preparation and ability generally expected of college teachers. Similarly, the educational attainments and direct teaching functions of reference and research librarians should promote the process of professional aggrandizement. If we find it difficult to sell these ideas on the basis of present library organization, we must reorganize our libraries.

The second kind of tactical endeavor and its already fruitful results are strongly implied in R. B. Downs's article. Professional librarians must spend some or all of their time in the college classroom. The librarian and his staff must promote a full program of instruction in the use of library materials.

The third suggestion to be offered here is the creation of a large number of high-ranking positions for subject specialists. The old debate about librarian versus specialist is not of consequence in the attempt to advance status. Whatever library assistants start as, they should be encouraged and assisted along lines of specialization. This may occasion further reorganization of professional schools of librarianship, and there are hopeful signs in this direction. Certainly librarians who have this type of emphasis in their professional preparation are less likely to stand in awe of their colleagues on the teaching staff. Moreover, the program of subject specialization must not suddenly be brought to a close upon

promotion to an administrative post. Every possible effort and device must be used to permit librarians of all ranks and in all positions to develop as rapidly and as fully as their professorial colleagues.

Scholarship in Profession

There is a significant lesson to be learned from our observation of whence arises the bulk of solid scholarship and professional research in the field of librarianship. It comes from librarians who have left their positions for a year or two to engage in graduate study and research; it comes from instructors in library schools; it comes from professional leaders who have managed to liberate themselves from the administrative details of their work and perhaps have been able to command the assistance of a staff member or two in their productive research; it comes from that small group of inexhaustibles whom no vocational load could prevent from doing sustained intellectual work.

If all else is agreed upon, then let us deliberately devote our efforts to the solu-

tion of the problem of staffing and division of labor. Perhaps we are planning services beyond what our colleges think they need and are willing to pay for. A little service contraction may bring the point more forcefully to college administrators. By maintaining myriads of departmental libraries, fraternity and dormitory libraries, browsing rooms, and instructors' working collections, we earn the same kind of condescending gratitude that faithful servants receive from their employers. When we run reserve reading rooms with the smoothness of a well-oiled machine, our clerical efficiency rating rises. These are but examples of our activities which, desirable as they are, earn for us the dubious distinction of being "such accommodating people."

Self-preservation may demand depriving our college teachers of some of the comforts to which we have been accustoming them. They have been taking all of these luxuries for granted and have recognized them as mere scaffolding. Perhaps they need the experience of trying to paint a high ceiling without a scaffold.

The Future of the Catalog

(Continued from page 22)

ing cost. If savings are to be effected, they cannot be effected at the expense of subject approach. The situation may change if and when more, and more adequate, subject indexes, bibliographies, and abstracts are regularly published.

All that has been said tends to stress the increasing importance of the cataloger in the research library of the future. It is evident that much more analytical skill and subject background will be required of him than is now the case. Furthermore, he will have to be not only thoroughly acquainted with the fields of specialization of his own library but it will also be part of his work

to watch out for any possible trends and changes of point of view in related fields. As a first intermediary between the incoming material and the scholar, the cataloger is no less concerned with the service aspects of the library than the reference librarian. He should be at all times informed of the research needs and new fields of interest of the library's clientele, and his outlook and habits of thought should approximate as closely as possible those of the research scholar. And when the cataloger is able to do all these things, and successfully, the difference between his profession and that of the research scholar will be one in name only.

Regional Library Centers Today: A Symposium

THE A.L.A. Bibliography Committee decided early in 1946, after surveying its field of interest, to concentrate on gathering and dispensing information about bibliographic centers and union catalogs. Upon learning that Ralph T. Esterquest, director of the Pacific Northwest Bibliographic Center, planned a meeting at Buffalo of the heads of regional library centers, the committee obtained his permission to sponsor his closed meeting and widen its scope by changing it into two open meetings on the administration of regional library centers and the problems the centers attempt to solve. Since other committees share an interest in the subject, the Bibliography Committee asked the Board on Resources of American Libraries and the Division of Cataloging and Classification to co-sponsor the programs and to help Mr. Esterquest and the Bibliography Committee plan the meetings, to be called an Institute on Regional Library Centers. The following papers, abridged to meet the space requirements of *College and Research Libraries*, were planned to give an accurate picture of bibliographic centers and union catalogs today.

Regional library centers are a fairly recent manifestation of the trend among American libraries toward placing the printed and staff resources of many libraries at the disposal of the clients of each library. In the thirties and early forties foundation grants and W.P.A. labor enabled groups of libraries to compile regional union catalogs. Some of these catalogs now have a staff only large enough to keep the catalog up to date. Others, with a larger staff, provide various kinds of bibliographic assistance to the contributing libraries. With the end of the war, interest in regional library centers has revived. The need for cooperation among neighboring libraries was demonstrated during the war. In the period of library expansion which lies ahead, plans for additional centers will probably materialize and the present centers will develop new functions. To assist planners, the proceedings which follow were made as factual as possible. They supplement, and interpret in the light of experience, the basic facts on costs and methods to be found in R. B. Downs, *Union Catalogs in the United States*.—John VanMale, assistant director of libraries, University of Denver.

The Pacific Northwest Bibliographic Center

Administration and Organization

When, in 1940, the Pacific Northwest Library Association received a grant of \$35,000 from the Carnegie Corporation for the establishment of a bibliographic center, it placed the responsibility for its expenditure upon the association's Committee on Bibliography. During the period 1940 to 1944, this com-

mittee watched over the birth of the union catalog, employed John VanMale to survey the resources of Pacific Northwest libraries, and supervised the inauguration of the center's first services. Not authorized to settle such fundamental questions as: Shall a bibliographic center be continued after the Carnegie grant is exhausted? And how might it be continued without foundation support? the

committee turned the problem of the future of the center over to the association at large. At the Spokane conference in June 1944 the P.N.L.A. voted unanimously in favor of continuing the center and instructed its incoming board of directors to devise ways and means for so doing.

Five months later, the P.N.L.A. Board of Directors had adopted a plan for the financial support of the bibliographic center, whereupon it authorized the Committee on Bibliography to administer the plan and to continue on a permanent basis the administration of the center. This action gave the Pacific Northwest Bibliographic Center its constitutional authority and defined its present organizational setup.

The P.N.L.A. membership elects a board of directors, the board appoints a Committee on Bibliography, the committee formulates policy and hires a director. The director and his staff carry out the instructions of the committee and perform the services of the center. The director reports monthly to the committee; the committee reports annually to the P.N.L.A. The Committee on Bibliography consists of five members, one from each state and province in the association. An attempt has been made to keep the committee representative of types of libraries; at present two members are public librarians, three are university librarians. The chairman has for many years been the librarian of the University of Washington, in whose building the bibliographic center is located.

The bibliographic center staff is composed of two trained librarians, the director and the union catalog editor, and the equivalent of four untrained assistants. The director administers the center and performs many of the actual services. The union catalog editor has the full responsibility of the union catalog, supervising the filers and performing the necessary research tasks to reconcile varying entries. A full-time and half-time filer alphabet and file the new cards that are added at the rate of about 210,000 a year. Another full-time and another half-time worker are engaged in adding titles to the catalog from the negative sheets representing library catalogs photographed during the W.P.A. days. The final member of the staff is the full-time secretary.

No report on the organization of the Pacific

Northwest Bibliographic Center can afford to omit the important element of its close tie-up with the Pacific Northwest Library Association. To induce librarians to use and to support a bibliographic center takes much coaxing, publicity, and educating. Fortunately, the P.N.L.A. has to a considerable extent done this. A long history of regional cooperation in library matters has created a receptive atmosphere. Beginning with volume one, number one, the *P.N.L.A. Quarterly* has carried papers and reports on bibliographic center plans. When the center was finally established, therefore, librarians in the region were ready to test its services. And when the time came to support the center, enough Pacific Northwest libraries had used it to be sold on its claim for existence. Today, a librarian who is a member of the P.N.L.A. regularly reads about his center in the *Quarterly*, where a "News from the Bibliographic Center" feature appears every issue.

Finance

When the P.N.L.A. Board of Directors met to formulate a plan for the center's financial support in November 1944 it agreed upon a number of fundamental principles. One of them might be stated this way: because the developing services of the center are presumed to extend to *all* libraries in the region—large and small, university, public, and special—the cost of such services should be shared equitably by all libraries, probably in accordance with *ability to pay*. Suggestions were made that support might be derived by applying a scale of fees for specific services, thus asking the libraries to pay only for value received. The prevailing opinion, however, rejected all such proposals on the ground that if applied to the center's inaugural service—that of arranging interlibrary loans—it would place the burden on those libraries least able to pay and would quickly discourage use. In the end, the library's annual income was finally adopted as the proper measure of its ability to pay.

The next step was to derive a formula to be applied against library incomes. Available directories listed some 225 libraries in the Pacific Northwest, with a total combined annual income of \$2,922,000. However, the list included 110 whose incomes were less than \$5,000 per year. It was obvious that such

small, often part-time, libraries could not afford to pay anything. A realistic plan would necessarily omit them. The remaining 115 libraries were grouped as follows:

<i>Libraries with Incomes in Excess of \$5,000</i>		
<i>State</i>	<i>Number of Libraries</i>	<i>Total Income of All Libraries in Group</i>
Washington	35	\$1,115,000
Oregon	35	1,020,000
British Columbia	10	316,000
Montana	24	242,000
Idaho	11	143,000
Total	115	\$2,836,000

It was seen that the center's budget of \$7,000 was one-fourth of 1 per cent of this \$2,836,000. But the response to an earlier trial balloon, and correspondence with many librarians, had shown that a simple pro rata assessment such as this had these principal defects:

1. It did not take into account variations in need for the various services of the center.
2. It did not allow for the difference between college library and public library budgets: one group paid janitor and building costs, the other did not.
3. It assumed that all 115 libraries in the group would cooperate in paying their assessments in full.
4. It assumed that libraries of different sizes could equally afford to pay the same percentage out of their incomes.

Adjustments were made, therefore, and the plan adopted attempted to reconcile two somewhat opposing ideals: it should take into account all relevant factors and compensate for variations in "need" and "ability to pay," but at the same time it should remain reasonably simple and understandable to the librarians who would be asked to pay. The finance plan ultimately adopted divided the libraries of the Northwest into three groups:

1. *Libraries with annual incomes in excess of \$25,000:* Each college and university library is asked to contribute three-tenths of 1 per cent of its income. Each public library is asked to contribute three-tenths of 1 per cent of its income less 20 per cent, to compensate for the building maintenance factor.

2. *Libraries with annual incomes between*

\$5,000 and \$25,000: Each is asked to contribute according to the following scale:

<i>Income</i>	<i>Public Libraries</i>	<i>College, University, and Special Libraries</i>
\$ 5,000 to \$10,000	\$20	\$25
10,001 to 15,000	25	30
15,001 to 20,000	30	35
20,001 to 25,000	35	40

3. *Libraries with annual incomes of less than \$5,000:* No library in this group is asked for a specific contribution, but nominal contributions are accepted.

This plan was put into operation on Jan. 1, 1945. The receipts during the first year exceeded anticipation. Although the center budget called for \$7,000, \$7,500 was subscribed by 131 libraries. It is of particular interest to note that the 131 libraries included 28 of the low-income group which gave tangible proof of their support by sending checks of from \$5 to \$30. Income this year will be about \$800 over last year, due to increased budgets in many of the contributing libraries.

The center's budget of expenditures is very simple. Of the \$8,000 to be spent during 1946, most will go for salaries. Postage, stationery, and supplies require about \$200. Promotional activities and travel, another \$200. No money is spent for housing, heat, light, desks, and typewriters. These items are furnished by the University of Washington Library.

Services

At present we spend most of our time on maintaining the union catalog and on interlibrary loans. Maintaining the catalog is not a service; only the use we make of it can be so defined. The interlibrary loan service does, however, represent a tangible good delivered to patron libraries. Any library in the Pacific Northwest region may request a specific book or books from the center. Once requested, the librarian can forget about it until it is delivered. The center locates a copy either through its own union catalog or through consulting other bibliographic centers and union catalogs. When it locates the needed item, the center requests the owning library to send it on interlibrary loan to the library which needs it. The center takes care of all the correspondence with owning

libraries which leads up to a successful loan transaction. Once the book is sent on its way, however, the transaction becomes a relationship between the owning and the borrowing library.

Before we leave this subject, the basic Regional Interlibrary Loan Code should be mentioned. When the union catalog was ready to function in 1942, most of the libraries in the Pacific Northwest signed the following code:

Proposed Regional Interlibrary Loan Code

As an expression of the view that each library holds its books in trust for the region as a whole, the libraries of the Pacific Northwest lend each other books for all kinds and conditions of clients, for any purpose, and for any length of time, within reason. It is understood, however, that each library reserves the right to decide whether to lend a given book for the purpose and the length of time requested. The borrowing library assumes responsibility for the safe return of the book and pays transportation charges both ways. This regional code applies only within the region (Montana, Idaho, Oregon, Washington, and British Columbia). Loans to and from libraries outside the region are regulated by the national code.

This code has opened the bookstacks of Northwest libraries to readers everywhere in the region. We like to think of it as putting into practice what A.L.A. President Ulveling has called "cooperation at the operational level." During the early months of 1946 the center has arranged loans at an average of 625 a month. Last year, some 3300 specific books were requested and supplied. About 125 libraries are regular users of the service.

Last year a new service was inaugurated: a regional plan for systematic discarding. Of some 14,000 volumes discarded by seven of the larger public libraries of the region during a three-year period, 3500 were titles of which no other copy was listed in the union catalog as existing in Pacific Northwest libraries. Fifty libraries have divided up the subject fields of the Dewey classification and have agreed to accept and preserve regional "last copies" discarded by other libraries. The mechanics are simple. A library planning to discard a group of books sends a list to the center. The list is checked against the union catalog. Those items which are held by other libraries are so indicated and the discarding

library is free to pulp them. Those titles that appear to be unique in the discarding library are preserved for the region by being sent to one of the designated repositories, determined according to the subject of the book.

To help coordinate the acquisition of material, the center checks buying lists sent in by smaller libraries. The union catalog often shows that copies of books for which purchase is contemplated are available in other libraries nearby. Skeptical library boards can often be convinced of the value of the bibliographic center on the strength of this service alone, and the book resources of the region as a whole are enriched when book funds are not spent for duplicate copies of expensive, little-used items. The center has recently set up a central file giving information on subject bibliographies and reading lists compiled by libraries in the region. When a homemade bibliography is made, the compiling library sends to the center a copy or a card description. This service is intended to help librarians avoid duplication of effort in the time-consuming job of compiling bibliographies on subjects of current popularity. A joint-purchase agreement, on which the Denver and the Seattle centers have collaborated, brings maximum discounts on book purchases to participating libraries. In the Northwest, 110 libraries are enrolled.

Other services fade in relative importance, however, when compared with the potentialities of the subject specialization program. Library specialization has been a topic of discussion in library circles for years. In November 1943 the principal librarians of the Pacific Northwest answered a call for a conference on regional specialization which was held in the quarters of their bibliographic center.¹ Specialization in the Northwest has gone forward since then. Libraries submit an annual report to the center on progress made in building in established fields and the establishment of new fields. The center assists by helping to enumerate and define fields of specialization, by encouraging the establishment of new fields, and by giving publicity regarding what libraries are assuming responsibility for what fields. An innovation has been the extension of the specialization idea to the medium-sized and small libraries.

¹ The proceedings of this conference were published in the January 1944 *P.N.L.A. Quarterly*.

Some of these have selected narrow subject fields, usually having a local interest, and are concentrating on them. A public library in Idaho, for example, is building a collection on the potato-growing industry and has received the assurance of financial backing from local businessmen. In Pendleton, Ore., a collection on horses has been started. The time may well come when all Northwest libraries, large and small, will look to these small institutions for specialized material in their respective fields.

The Pacific Northwest is characterized by

large expanses, sparsely settled. There is little evidence that the ingredients of population concentration, wealth, and antiquity will soon produce a Harvard University Library or a New York Public Library in this territory. But subject specialization, plus a liberal interlibrary lending policy, plus systematic coordination of growth, may work together to build in the Northwest a notable collection of books, held by the several libraries jointly and readily available to them all.—*Ralph T. Esterquest, director, Pacific Northwest Bibliographic Center.*

Denver's Bibliographic Center

THE Bibliographical Center for Research, Rocky Mountain Region, was founded by a group of college presidents and Malcolm G. Wyer, librarian of the Denver Public Library, in 1934. It was planned as a central collection of bibliographies. A union catalog, compiled by a W.P.A. project, changed it into the first of the "bibliographic centers," which means an agency for carrying out cooperation among libraries. The center is located in the Denver Public Library. It serves libraries in Colorado, Wyoming, Utah, New Mexico, and neighboring states.

Administration

The center is governed by representatives of the cooperating libraries, who meet once a year to decide upon general policies. This general council consists of two representatives of each "sponsor" (a library paying an assessment of \$50 or more) and three representatives elected by the "contributors" (libraries which send in less than \$50 a year). In addition to these, there is a class of individual members, who are not represented in the council. The council appoints the officers, who form an executive board, which appoints the director, who is the executive secretary of the board and administers the center. The staff of the center consists of the director, an assistant, a bibliographer, two filers, and, on occasion, members of the public library and the University of Denver Library staffs. The director and assistant, and in fact all members of the staff, work on interlibrary loans, which are handled after the fashion described by

Mr. Esterquest. The filers spend most of their time maintaining the union catalog. The bibliographer is a combined secretary and reference assistant.

Finances

This has been and still is the most pressing immediate problem. Since our bank account no longer shows a balance from gifts from the Carnegie Corporation and local foundations, we are pioneering in methods of obtaining an annual budget of \$10,000 to place our center on a firm basis. On Jan. 1, 1945, we had a balance of \$2388.17, and through the year we received \$6568.75 in contributions from libraries of the Rocky Mountain Region. Receipts of 1945 included assessments paid by the principal libraries of Wyoming and Colorado, ranging from \$50 to \$2250. Other libraries, giving from \$25 to \$50, contributed \$399; still others, giving below \$25, \$166. Publications brought in \$22 and individuals gave \$368. Total—\$8956.92. We spent \$8081.92 for salaries of five regular and five temporary workers to answer the 35,361 questions which were sent to the center. Miscellaneous expenses amounted to \$327.12. The funds for 1946 are coming in better than during 1945, and from January through May amounted to \$4293.50. Remaining contributions will amount to \$2500, but we need an additional \$5000 for an adequate budget.

Up to now, we have relied mainly upon contributions from the cooperating libraries, according to a schedule worked out in 1942 by a committee on sponsors' contributions ap-

pointed to study the problem of cost of service. On the basis of the actual use of the center by the sponsors, when the resources of the center and the intangible factor "readiness to serve" are taken into consideration, the committee recommended the following annual contributions:

Adams State Teachers College	\$ 50.00
Colorado College	350.00
Colorado School of Mines	175.00
Colorado State College of Agriculture	500.00
Colorado State College of Education	300.00
Denver Public Library	2,000.00
Regis College	10.00
United States Bureau of Reclamation	25.00
University of Colorado	2,000.00
University of Denver	750.00
University of Kansas City	25.00
University of Wyoming	350.00
Western State College	75.00
Wyoming State Library	200.00
	<hr/>
	\$6,810.00

Most of the institutions paid the amounts as listed.

In March 1945 the general council asked that each sponsor increase its appropriation 25 per cent. During the past year all the institutions have willingly paid this increase.

Union Catalog

The union catalog now consists of approximately 3,600,000 cards. Of this number, 103,847 were added during the current year, as follows: Library of Congress, 68,505; John Crerar, 933; revised Library of Congress, 6,362; location cards from union catalogs and libraries not coded, 914; cards typed, 3,500; Princeton, 1,327; anonymous and pseudonymous, 1,038; additions from the region, 21,268. The two filers file and code from five to eight hundred cards a day, in addition to helping other members of the staff. The Denver Public Library has never been coded in the union catalog, since the official catalog is located in an adjoining room, but this is now being accomplished gradually by the Denver Public Library staff as they use the cards for cataloging. We have emphasized accuracy in compiling and maintaining our union catalog. Theodore Besterman, who came to America recently to study methods of operating bibliographical centers and union catalogs, remarked while visiting in Denver that it "is

a wonderful piece of work and carefully executed."

The Library of Congress and the Pacific Northwest Bibliographic Center use the Denver union catalog to the greatest extent. The former sent 2021 items and the latter 708 in 1945. The percentage of items located in the region for the Library of Congress was very low, but if the staff had more time to verify each request the percentage might be higher. On one occasion the present writer verified a list and found that three of the items had been entered under the wrong author entry and were actually in the Library of Congress. The items located in the Rocky Mountain Region for the Pacific Northwest Bibliographic Center numbered approximately 150. In return for the above service, the center receives excellent location information from the Library of Congress, the Pacific Northwest Bibliographic Center, and the Cleveland, Sacramento, and Philadelphia union catalogs. A system has been devised in which uniform slips are sent requesting locations of books needed in the Rocky Mountain Region. After these slips have been coded by the various catalogs and returned they are immediately filed in the Denver union catalog. Such location cards from union catalogs and libraries not already coded, numbered 914 this year. This brings into the catalog a record of books all over the United States and Canada and widens the scope for borrowing.

Interlibrary Loan Service

When a loan request comes in, the titles must often be checked with bibliographies to determine the correct author and title. Then the union catalog is checked, locations are noted, and the request for the book is made from the region if possible. Often there is no location other than the Library of Congress, in which event the request is made of a library which might logically be expected to have it. The Library of Congress is used when no other location is found or when there is not sufficient time to search for a book. Naturally, we borrow as many as we can from the Denver Public Library. In 1945, 210 borrowers received 1769 books from the Denver Public Library's collection.

Who uses the interlibrary loan service? Chiefly, the contributing libraries, of course.

However, we received in 1945 nearly three thousand requests from small libraries of the Rocky Mountain Region. The questions were not difficult but required time and energy. A typical request is the following:

The head of a local bottling works is asking for help in preparing a manual for his employees, which includes the office employees, route salesmen, and the sales and production departments. He wants the results to be a manual on personal relations, working conditions, sick leave, etc. He asked specifically about prevailing practices on sick leave.

There are humorous requests, too, such as:

Autobiography of Lew Wallace. Don't know the author.

Goodbye, Mr. Chippendale.

Over ten thousand questions were sent to the center as a result of the excellent publicity received from the publication of the City Club Pamphlet No. 27, "The Bibliographical Center for Research, Rocky Mountain Region," and articles in the *Christian Science Monitor* and local papers. These inquiries came from 203 institutions, including Biloxi, Miss., Public Library; Ketchikan, Alaska, Public Library; and California Fruit Growers Association. Incidentally, the small non-member libraries of the region contributed \$564.50 and these distant libraries and organizations \$436 toward the 1946 budget. In-

dividuals not connected with any institution and returning soldiers wrote and came to the center to ask for help in solving 1151 questions.

The total number of items checked by the bibliographical center in 1945 was 35,361. Of this number, 17,520, or 49 per cent, were for the cooperating libraries; 10,956, or 31 per cent, for the other institutions; 2,918, or 8 per cent, for the union catalogs; 1,151, or 3 per cent, for individuals, and 85, or 1 per cent, for bookstores.

Although the location and interlibrary loan service stand out pre-eminently, we feel we have aided cooperative purchasing and cataloging, supplemented local reference work, encouraged photostatic and microfilm reproduction, and abetted the movement toward development of union catalogs throughout the United States. One of our visions for the future is to have a union catalog under *subject* as well as under *author*. We also wish to keep in touch with our sponsors by bulletin publications listing new, important holdings. Through the increasing use of our services, we are becoming an indispensable aid in freeing research workers from the limitations imposed upon them by the meager library facilities of the Rocky Mountain Region.—*Eulalia Dougherty Chapman, director, Bibliographical Center for Research, Rocky Mountain Region.*

The Philadelphia Bibliographical Center

THIS marks the tenth anniversary of the Union library catalog of the Philadelphia metropolitan area, which was inaugurated in 1936 and for the first few years functioned solely as a location service. In 1939 the University of Pennsylvania and the union library catalog together set up the bibliographical planning committee which investigated the entire library situation in Philadelphia, laying its emphasis upon mutual cooperation; its report was published in 1942 and is still in print. Among other things, the bibliographical planning committee recommended that the union library catalog's functions be expanded into those of a bibliographical center.

The center's governing board is called the Executive Board of the Philadelphia Biblio-

graphical Center. It consists of eighteen men and women prominent in academic, library, and civic life. A fair proportion of them are drawn from the University of Pennsylvania, but other important libraries are represented, as are also leaders in civic enterprise. This board approves the yearly budget and any special expenditures that must be made, and oversees the director's work, deciding upon projects and advising with him on matters of general policy. The ownership of the funds and the properties of the center belong to the Union Library Catalogue Corporation, so that we have in Philadelphia one corporate body owning the money and plant of the center, with another unincorporated body administering the expenditures and actions of the cen-

ter. The two controlling bodies consist to a large extent of the same persons. The executive board of the bibliographical center has an annual meeting to approve the budget and ordinarily has other meetings during the year to consider special problems as they arise.

Staff

The staff administering the affairs of the center consists at present of four persons: a director, a consultant, a secretary, and a filer. The director oversees the general policy and functioning of the center, takes care of the issuance of mimeographed or other publications, and runs the exchange service with the aid of the secretary. He also takes charge of the special file of bibliographies and bibliographical material which the center has collected and is responsible for the editing of the *Union List of Microfilms* which the center has published annually since 1942. The consultant is almost exclusively concerned with the operations of the union library catalog. Her primary duty is to service and interpret the catalog to the public. The consultant keeps the record of calls received and of action taken on them, compiles statistics monthly and annually on the volume of business. She also supervises the catalog itself to a large extent.

The secretary does a good many jobs that an ordinary secretary would not be expected to do, and indeed her work more closely resembles that of the director than anybody else. She assists in handling matters connected with the bibliographical center, does some filing, copies lists and cards, and has the somewhat difficult job of handling the actual bookkeeping of the financial accounts of the center. Since the Union Library Catalogue Corporation is a public corporation, we keep a more elaborate system of financial records than is absolutely necessary so that we may have our accounts audited yearly. She also services the catalog when necessary. Our filer is a half-time worker, yet she manages to file the seventy thousand cards we receive each year into the temporary file, to combine locations on one card whenever possible, and to transfer the cards from the temporary file into the main files.

The executive board has always had the problem of financing the center as one of its

major jobs. The annual budget for the last few years has run just slightly under \$9000. Of this amount, between \$5000 and \$5500 has been raised from contributions of the libraries who use the service. Although the union library catalog contains about 160 libraries, not all can be used as a basis for calculating income. Many of these are small and inactive and never use the services. Another group of libraries contribute small amounts of only \$5 or \$10 apiece to the catalog. The bulk of the contributions, then, comes from the larger and more active libraries in the vicinity, together with those industrial libraries which, though small, are active enough to use the center a good deal. An analysis of the contributions from libraries for the present year's budget shows the following distribution:

Number contributing over \$500	2
Number contributing between \$101-\$500	8
Number contributing between \$51-\$100	5
Number contributing between \$11-\$50	49
Number contributing between \$1-\$10	53

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The difference between the contributions and the amount needed, some \$3000, has been met by contributions from various interested individuals.

In an effort to put the financing of the center on a firmer basis, the executive board this year decided to raise an endowment fund, to remove the necessity for depending upon special private benefactions for necessary income. We are going to conduct another campaign to meet current expenses for this year and next and also to provide, if possible, another steady source of income to bolster our running expenses in the future. This second campaign is being mapped around the idea of a "Friends of the Union Library Catalogue" organization, and we hope to interest various library and civic-minded individuals in making small annual contributions to our work.

Services

The basic service of the Philadelphia Bibliographical Center is the location service. The figures for the last nine and a half years run as follows:

1937—4,329	1941—34,695	1945—15,787
1938—10,751	1942—19,482	1946—12,000
1939—11,268	1943—16,263	(first 6 months)
1940—24,275	1944—15,156	

It will be seen that the steady increase of around ten thousand inquiries a year was interrupted in 1942, but an upward swing began about last September and has continued steadily to date. The total number of items searched in 1945 was 15,787. Of these, approximately three-fourths were searched by the staff and the rest by persons who came to the center in person. Most of the staff-searched inquiries were telephone calls. Of the total number of questions received, about 80 per cent were telephone inquiries, about 12 per cent of the total were requests for locations coming in by mail, and about 8 per cent represent material searched through personal visit.

An analysis of the inquiries for location made by source shows that about 60 per cent of the total originated in libraries. Of the remaining 40 per cent, about 16 per cent came directly from teachers or students. Businessmen and organizations accounted for about 10 per cent more, and other professional men for about 3 per cent. Inquiries from other union catalogs—Denver, Seattle, and Washington—account for another 3 per cent, while the remaining 8 per cent is listed in our statistics as originating from miscellaneous sources, *i.e.*, sources which are either unidentifiable or represent calls from the general public directed to us by the public libraries in the city. In all, we located 63 per cent of the items requested in 1945. The center has never kept a record of miscellaneous inquiries or of requests for reference service. Since it is not well equipped to answer these inquiries, it transfers them to the library best equipped to handle the question.

Since the union library catalog is a one-entry catalog, it is of course unable to afford a subject approach to materials. To provide in a measure for the subject approach and to provide the student with bibliographies and bibliographical reference material in general, the center has compiled a special file of bibliographical and related materials. Bibliographies are, of course, the chief item in this "Z File," but also included are dictionaries, encyclopedias, atlases, directories, and stand-

ard reference materials. Miscellaneous information included relates to such matters as the chronological rearrangement of the *Short-Title Catalogue* available at the University of Pennsylvania Library, the subject index to the same work being prepared by Professor White at Nebraska, and the Folger library's acquisition of twenty Donne manuscripts. Material for the "Z File" is obtained from various sources, chief of which is the set of Library of Congress proof sheets. *Publishers' Weekly* is also scanned and booksellers' catalogs and library publications of all sorts are searched for material. The "Z File" carefully notes news items carrying information about specific collections in libraries or in private hands in special fields, and also collects notes about projects under way.

Another service, though relatively unimportant compared with locations and reference work, is the providing of bibliographical information regarding books. A frequent question is that asking for publisher and for publisher's address. Much less frequent is the question as to collation and usually when such a question comes to us, it comes from a book collector who wants to compare his copy with the standard collation. Few libraries have made any use of our vast card collection in their cataloging. In many cases the cards which appear in our files are not full enough bibliographically to be of great use to a cataloger and indeed are sometimes even unreliable, a disadvantage arising from the way in which the catalog was compiled, so that, while adequate for location purposes, the cards fail to give proper bibliographical information. Most of the accessions, however, during the last six or eight years have been in excellent bibliographical form.

The bibliographical center, through its committee on microphotography, has also published a reference work of national scope, the *Union List of Microfilms*. The basic list (1942), which contained about five thousand entries, has been followed by four successive annual supplements, bringing the total number of items listed in the complete work to over 16,000. A library placing an order today for the complete set will have to take the basic list and the first three supplements on film if it wants to have its order completed. The

microphotography committee hopes that it will be able in the near future to produce a cumulation of all the items contained to date in the *Union List of Microfilms* in one cumulative volume, probably arranged by subject or at least provided with a subject index. In passing, it might be noted that the center possesses a card file compiled by cumulating the material received from American libraries for each successive issue of the union list. This union catalog of microfilms contains a number of locations of negatives and positives which are not to be found in the published volumes.

The last service that may be mentioned is the duplicate exchange service. In 1945, rather than dispose of a body of material which was apparently unwanted by our regular clientele, we tried the experiment of sending a special list of such items to members of the A.L.A. Duplicate Exchange Union. We have continued to send them notices of material and have been able in all to dispose usually of between 60 and 70 per cent of the material sent us for exchange.

A word or two about services which the center has offered in the past may be in order, even though they are at present not on the active list. The war documentation service during the spring of 1940 published five bulletins, of which three were bibliographical contributions to the literature of the immediate prewar and early war months. The war documentation center was an interesting experiment in cooperative cataloging. It undertook to catalog the various ephemeral material, leaflets, pamphlets, and serials, issued by various information and propaganda agencies for free distribution. Another cooperative program attempted to enable libraries to coordinate their buying to a certain extent.

Whenever an item of any importance was requested from the center and no location found in the area, that item was noted and every three months or so a list of such titles was issued for libraries to check over. It is hoped that this project may be revived shortly.

It will perhaps be noticed that I have said nothing about interlibrary loan service. This is not accidental. The center acts occasionally as the agent arranging interlibrary loans, but this is the exception rather than the rule, since most libraries in this region prefer to deal directly with the borrowing or lending library. Since this paper has dealt entirely with the affairs of the Philadelphia center, I have not attempted to indicate differences which exist between Philadelphia on the one hand and Seattle and Denver on the other. The most obvious point of variance between the eastern and western centers lies in the fact that the East has a large number of libraries in a small geographical area. The library concentration affects both the medium through which inquiries are received by the center and the services demanded and offered at Philadelphia: there is, for example, no great need for the Philadelphia Bibliographical Center to act as coordinator of interlibrary loan service for the area, since the various libraries in the vicinity can make their own arrangements as quickly and as easily as we can, once they have had the items they desire to borrow located. Other differences, though less striking, exist in the financial and administrative setups of the three centers, and a comparison of this paper with those of Mr. Esterquest and Mrs. Chapman will, I am sure, make these sometimes illuminating variations apparent.—Charles C. Mish, director, Philadelphia Bibliographical Center.

Westchester Library Association Union Catalog

IN 1942 Robert Bingham Downs's book *Union Catalogs in the United States* so thoroughly analyzed the past of the Westchester Library Association Union Catalog that I feel impelled to speak of the present and future. Certainly this is our greatest concern. Fortunately conceived in 1939 by several intelligent and alert librarians of

Westchester County and administered subsequently by the Westchester Library Association, there have been no drastic changes in financing or administration—only gradual and normal growth and expansion.

Forty-seven member libraries, including public, school, college, corporation, and county department libraries, contribute 2 per cent

of their individual book funds, theoretically, to the general budget. Membership dues in the W.L.A., subscriptions to the *News Letter*, and the paid advertising therein, give W.L.A. about \$2200 to support the union catalog and other smaller activities of the association. This is administered by an executive board which is composed of the officers, chairmen of standing committees, past president, and librarian. The standards committee, made up of seven librarians from various corners of the county, directly administer the union catalog with the help of the librarian. C. C. Williamson, late of Columbia, has given W.L.A., as a permanent loan, his set of *A Catalog of Books Represented by Library of Congress Printed Cards*. With this and CBI's, the *Union List of Serials*, the bibliographic and other indexes, and our catalog of five hundred thousand authors of books, pamphlets, continuations, and magazines, the union catalog staff locates eight thousand titles a year, makes bibliographies, checks bibliographies, files annually forty thousand additions, and takes care of seven thousand withdrawals. The staff that accomplishes this is composed of one trained librarian twenty hours each week, two assistants, non-professional and paid hourly, giving about sixteen hours each month, and four volunteers, cultivated and educated women, nonprofessional however. Besides this detail, there is time for much discussion of local library prob-

lems—and some of the state and nation.

I do not pass lightly over those seven thousand withdrawals which come from the ever-growing libraries that must discard as they purchase. Small libraries in Westchester are composed largely of gifts from the families of the neighborhood as the great houses are abandoned and private libraries dispersed. Many of the books are rare and out-of-print, but valuable, if got into the right library, a larger one or a depository, to satisfy the research of the many scholars moving into Westchester County. This situation has been considered from every point of view for several years and rare enough titles redeemed from sale or destruction. It is fortifying to have George Macaulay Trevelyan, in his 1945 lecture to the Book League, speak of the passing of the private library in England and the disappearance of "standard histories and biographies of ten, thirty, or one hundred years ago." The present acute shortage may be gradually remedied and many old titles republished. But if communities which have an intellectual heritage do what they can at once to preserve the variety of valuable old books what a gain will have been made! A depository in Westchester County is possible, with many books in storage, but the fulfilled plan with every detail perfect, is not, at the moment, predictable.—*Katherine Tappert Willis, librarian, Westchester Library Association Union Catalog.*

The Union Catalog of the Library of Congress

THE FOUNDATION of the National Union Catalog was laid in 1901 when the Library of Congress began to exchange its printed cards for cards being printed by other American libraries. The pioneer cooperators were Boston Public, New York Public, John Crerar, Newberry, Harvard, and the libraries of Illinois and Chicago universities. As other libraries began to print cards, they too were brought into the exchange agreement.

During 1926 the late E. C. Richardson, then consultant in research and bibliography at the Library of Congress, who headed up a concerted drive for closer library cooperation particularly through expansion of the union catalog, succeeded in obtaining from John D.

Rockefeller, Jr., a gift of \$250,000 to be administered as Project "B" of the Library of Congress on a budget of \$50,000 annually for the period 1927-32. The administration of this project was given to the late Ernest Kletsch under the general direction of Dr. Richardson.

A full statement on the historical background of this period may be found in R. B. Downs's *Union Catalogs in the United States*. It will suffice here to state that, by necessity, the basic philosophy of the administrators of Project "B" was to list in the union catalog as many books as possible in as many libraries as possible, without regard to the consideration of complete coverage of any library.

During the tenure of the project, 6,300,000 cards were added to the catalog, bringing its total number of cards in 1932 to more than 8,300,000. In addition, Project "B" was responsible for the establishment of an index to special collections in American libraries, separate Slavic and Hebraic union catalogs, and other special lists, such as lists of *fest-schriften*, photofacsimiles, etc.

The principal additions made to the main union catalog by Project "B" were: a complete set of author entry Library of Congress printed cards; more than a million temporary entries and cross references copied from the various catalogs of the Library of Congress; three-quarters of a million cards copied from the Harvard College Library catalog; a quarter of a million cards copied from the Princeton University Library Catalog; and the clipping and pasting of a million and one-quarter entries from more than one hundred book catalogs, including all volumes of the *Index Catalogue of the Library of the Surgeon-General's Office*.

The present Union Catalog Division was created in 1932 when the Congress made its initial appropriation of \$20,000 for the purpose. From 1932 through June 1943 these annual appropriations averaged less than one-half the sum available under the Rockefeller grant. Since July 1943, however, the division has received appreciably increased appropriations, our current budget being \$53,266 and that for the fiscal year commencing July 1 being \$86,200. From eleven positions in 1933, the staff has grown to twenty-one regular positions at the present time and, as a result of the increased appropriation for the next fiscal year, we shall have an even larger staff after July 1, 1946.

The primary responsibilities of the division are to maintain the various union catalogs and special lists, including the checklist of certain periodicals, and to supply inquirers with information on the location of titles. Of course, the bulk of all activity is in connection with the National Union Catalog of Books in American Libraries. During the past twelve months more than 317,000 cards, including Library of Congress printed cards, were received for this catalog, not including 130,000 cards typed by the staff from the Philadelphia and Cleveland union catalogs or cross-references and clipped and pasted cards prepared

by the staff. In addition, the staff checked against the National Union Catalog, a total of 500,000 cards from the Philadelphia and Cleveland union catalogs, trays of which were sent to Washington for the purpose. In this operation locations of books shown by these catalogs were recorded in the National Union Catalog.

During the past twelve months the division was called on to search a total of 9,600 titles in the union catalog, for which locations were found for 66 per cent. During the past twelve months 830,000 cards were alphabetized and filed into the union catalog. Also during the past twelve months a good start has been made on the terrific problem of editing the main catalog. Only one staff member is assigned to this duty and only those areas of the catalog which cry for attention receive it. Nevertheless, a technique is being learned and a corpus of rules is being established which should aid future editors greatly. The above statistics refer to the main union catalog only.

A considerable amount of one assistant's time was spent in maintaining the checklist of certain periodicals which records the locations, by volume and number of issue, of nearly four thousand scientific and technical periodicals published mainly in the late warring countries, 1939-45. The master file is being kept up-to-date with information supplied by cooperating libraries. The burden of servicing inquiries concerning periodicals listed in the checklist has diminished greatly since the publication of a limited edition of the list slightly more than a year ago. Even so, nearly one thousand searches were made in it by the staff for inquirers outside of Washington.

Other activities which should be mentioned briefly are:

1. The American Imprints Inventory.
2. The preparation of lists of author headings under Great Britain and United States.
3. The union catalog of negative microfilms of newspapers.
4. Cooperating library program for checking *Catalog of Books Represented by Library of Congress Cards*.
5. Plans for expansion of the union catalog.

The American Imprints Inventory, on three by five library slips, was turned over to the Library of Congress by the Historical Rec-

ords Survey and the inventory is now in the custody of the Union Catalog Division. A proposed five-year budget totaling some \$300,000 for editing the inventory was only meagerly supported by the Congress, but we will be able to begin the work on a small scale on July 1. Meanwhile, the material is available to qualified scholars or persons who wish to edit and publish sections of the file. For instance, a list of Amherst, Mass., imprints has recently been edited by Newton McKeon and published by Amherst College Library, and John Cook Wyllie is setting up a program to edit and publish a list of all Virginia imprints through 1875.

The lists of Great Britain and United States (2nd edition) author headings, compiled in the division, are samples of the kind of work an enlarged union catalog staff could do to the mutual advantage of the division and the librarians and library users of the nation. These lists were originally compiled as filing guides for union catalog filers, but because of their usefulness to catalog users in ascertaining correct entries for United States and British documents as well as to librarians for use as filing guides, they were published in appropriate volumes of the *Catalog of Books Represented by Library of Congress Printed Cards* at the request of the A.R.L. committee for the publication of that catalog. J. W. Edwards, publisher, has generously agreed to supply the Library of Congress with five hundred reprints of each list for free distribution through the library's Information and Publications Office. It is planned that the division will compile, from time to time, similar lists of the catalog headings for publications of other countries.

With respect to the listing of microfilms, the union catalog policy is not to maintain a separate catalog of microfilms as microfilms per se. Besides, the Philadelphia Bibliographical Center already maintains and publishes its *Union List of Microfilms* for those who wish to know what has been microfilmed. However, the Union Catalog Division does maintain a special list of microfilm negatives of newspapers and other materials in signifi-

cant runs to serve as the basis for cooperative microfilming projects and to prevent the expenditure of appreciable sums of money on repetitious microfilming undertakings. It is hoped that a new edition of the *Preliminary Checklist of Newspapers on Microfilm* can be published after forms now in preparation are distributed to and returned by cooperating libraries.

The program sponsored several years ago by the A.R.L. Committee on the Union Catalog, under which some fifty libraries agreed to check their catalogs against the *Catalog of Books Represented by Library of Congress Printed Cards* and report to the union catalog titles for which no Library of Congress card was printed, has yielded to date a total of 260,000 cards. This figure is far smaller than we had expected but it is thoroughly understood that the consequences of the war and not lack of interest on the part of librarians is responsible. The point I wish to emphasize here is that in principle the project is a sound one and, if carried to completion, will add to the union catalog a million or more net new titles which otherwise would probably never be recorded so thoroughly. Approximately 50 per cent of all such titles submitted to date are new to the union catalog.

Of course, the future development of the union catalog depends principally on the extent to which the Congress agrees with our recommendations. Our request to the Congress for additional funds for two five-year projects, one to edit the American Imprints Inventory, the other to check nine regional union catalogs (other than those at Cleveland and Philadelphia which are now being checked on a five-year project) and thirty-seven research library catalogs into the National Union Catalog, resulted in the granting of an additional \$32,000 for the next fiscal year. This additional money will be used to carry the development of the catalog as far as possible down the line suggested in our justifications for the additional \$180,000 originally requested.—George A. Schwegmann, Jr., director, Union Catalog and Photoduplication Service, Library of Congress.

Union Catalogs of Southeastern Michigan

WHEN the union catalogs of Southeastern Michigan were first discussed, there was in existence no union catalog showing holdings of Michigan libraries. The union catalog at the University of Michigan Library at that time was a Library of Congress depository catalog (then the only one in the state) to which printed cards from other libraries, such as the John Crerar Library and the Harvard University Library, had been added. When the publication of *A Catalog of Books Represented by Library of Congress Printed Cards* was announced and the Detroit Public Library was made a depository library in 1942, tentative plans were made to start two projects: one to begin a union catalog in the Detroit Public Library, the other to add the reported holdings to the University of Michigan Union Catalog.

These plans materialized in February 1943, the date the first volumes of the Library of Congress printed catalog were received. As you know, the Library of Congress catalog reproduces the complete series of Library of Congress cards through July 31, 1942. The union catalog in Detroit is based on this catalog supplemented by a card file composed of the Library of Congress depository cards since Aug. 1, 1942, combined with typed cards from the contributing libraries. Originally there were six contributing libraries in the area: Michigan State Library in Lansing, Michigan State College in East Lansing, University of Michigan in Ann Arbor, and, in Detroit, University of Detroit, Wayne University, and the Detroit Public Library. Later in the year the Cranbrook Academy of Art Library in Bloomfield Hills, near Detroit, joined the group.

All of the contributing libraries except the University of Michigan report their holdings to Detroit by checking their copies of the Library of Congress catalog. Each library indicates in the margin of the printed entry the titles represented in its collection, if the Library of Congress card fits the book exactly or varies only in one item. One variation is indicated by a penciled note, as MiD = 1924, if the Library of Congress date is 1923. When the volume is completely checked a form post card is sent to Detroit,

and this library notifies the contributing library when to send in the completed volume. Up to the present time we have been ready to work on the volumes as soon as they have been checked, but this formality is a precaution against receiving several at one time and so depriving the contributing library of the use of its volume longer than necessary. Green was chosen as the most satisfactory color for ink used in stamping, since it produces a clear stamp and is not tiring to the eyes. When the stamping is completed in the Detroit volume, that copy is then sent to the University of Michigan Library where all the holdings indicated in the Detroit volume are added to the cards in the union catalog and the University of Michigan holdings are stamped in the Detroit copy. This completes the records in both union catalogs.

Current cataloging using Library of Congress cards in that part of the alphabet which has already been checked is reported to the union catalogs by a brief entry on a three by five slip. This carries only enough information to identify the Library of Congress card (full entry, first word of the title, card serial number) and the name of the contributing library. The routine outlined above covers only titles for which Library of Congress cards have been printed. As the volumes are checked, entries in each contributing library which are not represented by a printed card are duplicated for the union catalogs and cross references not in the Library of Congress catalog are also included. The same method is followed in current cataloging. If the entry files within the section already checked, typed cards are made if no Library of Congress card has been printed. These cards are made in a simplified form, using only a short title, brief imprint and collation, and omitting all notes except series, bibliography, and source. The full entry in Library of Congress form is necessary for filing.

Certain types of material have been omitted from the union catalogs. At present these are: serials, with the exception of monograph series and publications of Michigan organizations; newspapers; U.S. documents; state and local documents; phonograph records; college catalogs; manuscripts (including theses);

analytics for parts of volumes except for complete items not otherwise represented in the library; and maps. In addition to reporting items in, and being added to, the collections of the contributing libraries, withdrawals in the sections which have been reported to the union catalogs are reported on cards or slips.

The technique of checking and reporting has worked very satisfactorily. However, for reasons which are familiar to all librarians, chiefly lack of time and personnel during the war years, progress has been slow. On May 1, 1946, the checking ranged from Volume 7 to Volume 64; seven volumes are completed and Detroit holdings have been stamped in sixty-four. The supplementary card file has grown rapidly. Between August 1942 and May 1946 we have received nearly 304,000 Library of Congress cards, greatly exceeding the original estimate of 50,000 depository cards per year. Added to this file have been approximately 36,500 cards from the contributing libraries. In the same period Detroit has sent over 8,000 cards to the University of Michigan. The University of Michigan has checked 102 trays of its 1113-tray official catalog for titles cataloged without Library of Congress cards and has sent a copy of its own printed card or a typed card to Detroit. Esther A. Smith, the head of the catalog department, reports that 832 hours, including searching and typing time, were spent in completing the work on 100 trays. The

time spent in checking entries in a Library of Congress volume varies considerably: Ann Arbor reports $3\frac{1}{2}$ to 15 hours per volume; Detroit more than double that amount. One reason for the longer period is that checking in Detroit has to be done with the main public catalog, since the official catalog is not a complete record for the library. Another reason is that it has been necessary in Detroit to write brief "dummy" cards for items already cataloged which should be copied for the University of Michigan Union Catalog, because checking time was available but typists were not. This typing is much in arrears at present, although union catalog records for current titles are made as the items are cataloged.

When the checking was begun in Detroit two cards were typed for each item not represented by Library of Congress cards. One was sent to the University of Michigan, the other added to the supplementary card file of the Detroit Union Catalog. Later it was decided that this was unnecessary duplication since the union catalog and the public catalog (the complete catalog for the main library) are and will remain in the same room. The Detroit Public Library cards were withdrawn from the union catalog supplementary card file and sent to the National Union Catalog at the Library of Congress, and Detroit has continued this practice in its current cataloging.—*Frances M. McDonald, chief, Catalog Department, Detroit Public Library.*

Summary

IN 1941-42, when the A.L.A. Board on Resources of American Libraries sponsored a national survey of union catalogs and bibliographical centers, financial questions were uppermost. It is apparent from the preceding papers that budgets are still a major problem. The most encouraging feature of the bibliographical center situation today, however, and the most convincing argument for continuing the centers, are that cooperating libraries are willing to contribute to their support. When one considers the limited funds with which

many of the libraries operate, they could pay no more perfect tribute to the effectiveness and value of bibliographical center services.

Methods of establishing financial contributions from individual libraries differ from one center to another. At Seattle, especially, the system seems to be fairly exact, with each library in the region knowing precisely what is expected of it.

Another point of striking interest is the great variety of services performed by bibliographical centers. They have gone

far beyond the old passive role of locating books, characteristic of most union catalogs. Of course the location function is still fundamental, but the centers are now branching out in such directions as facilitating interlibrary loans, guiding acquisition activities, improving cataloging processes, and preparing subject catalogs and bibliographies. The Philadelphia center, in particular, is developing a range of activities probably not even visualized by union catalog pioneers. In part, this variety is made possible by the Philadelphia center's location in a large urban area, rich in library resources. As a matter of fact, each center differs in administration, organization, and services because of the diverse need of the several clienteles and regions.

A service mentioned in connection with the Philadelphia center seems to me unusually significant, namely, the plan of directing inquiries to libraries best equipped to supply requested information. Such an arrangement makes complete centralization unnecessary and yet effectively mobilizes information sources. The idea might be broadened to include individuals and any other community resources useful for data purposes.

One might assume that the services offered by such an agency as a bibliographical center would be chiefly of interest to scholars. Figures cited by the participants

in this symposium demonstrate, on the contrary, that almost every element in the community—teachers, students, businessmen, government workers, and many others—make use of the existing centers.

It is clear from material presented in the papers that considerable advantages for bibliographical centers come from locations in university or other libraries with strong reference and research facilities. Instead of starting from scratch, the centers under these conditions begin with book and staff resources that would otherwise require years to build up.

Mr. Schwegmann's report on the rapid expansion of the National Union Catalog and its increasingly generous support from Congress is highly encouraging. It is of special importance that appropriations have been made to check into the union catalog at the Library of Congress the records of holdings in the Philadelphia, Cleveland, and other regional union catalogs. From the point of view of the country as a whole, it will unquestionably be more useful to have this information centralized in Washington than widely scattered among many different catalogs. Mr. Schwegmann's statement also reveals that the National Union Catalog is developing a variety of new projects and services, expanding its scope and value.—*Robert Bingham Downs, director of libraries, University of Illinois.*

REPORT OF THE COMMITTEE ON BUILDINGS AND ARCHITECTURE FOR THE WAR YEARS

DURING THE WAR YEARS the A.C.R.L. Buildings and Architecture Committee has done two things: first, it has tried to answer specific questions addressed to it; and second, it has tried to evolve a sound policy to follow in the future.

What we have learned during the war years leads us to offer certain observations, which, in turn, are the foundation of the policy the committee has followed recently.

First, seldom does a librarian have an opportunity to plan more than one building. This means that there are no real building experts within the profession and that there is very little cumulative wisdom brought to bear on proposed buildings. Almost everyone starts from scratch and almost everyone makes the same mistakes that have been made before.

Second, most librarians don't seem to get around much to study at first hand the new buildings that might be worth studying. Eastern librarians, especially, seem terrified by the idea of looking west of Chicago. Westerners are less timid. There are exceptions.

Third, librarians seem to have little instinctive or acquired knowledge of how to go about organizing a building program. Too often they seem unable to analyze the needs of their institution or to write these needs into a definite program that can be understood and acted upon by the architect.

Fourth, librarians become bewitched by the jargon of the day. The right words are often used in the program—such as flexibility, nonmonumental, expansible, unified, correctly proportioned, etc.—but these words are seldom realistically incorporated into the building. It seems that we librarians don't know the true meaning of the terms we use.

Fifth, in many cases, the librarian, when faced with the prospect of a new building, becomes panicky and writes to the A.L.A. for a reading list and a collection of pictures and blueprints—as a substitute for settling down and doing his own reference work and analysis.

Sixth, it is seldom taken into consideration

that there will be an architect for every building program and that the architect is likely to be a great deal more intelligent, up-to-date, and reasonable than librarians ordinarily think. Our well-known difficulties with our architects arise, too often, because we librarians are not able to analyze and state our program properly, because we change our minds too often, and because we act as though we know more about the architect's business than he does. Of course, there have been, and are, architects who are *prima donnas* and who are liable to run away with any project they get their hands on. These cases appear to be the exception, not the rule.

Architects live on the profits they make when they design buildings. If, in the development of a library project, we librarians can't make up our minds as to what we want and thereby force the architect to do innumerable revisions of the plans, we wipe out his profits. And when the architect sees that this is happening to him, he, naturally, tries to take matters into his own hands.

Seventh, librarians are too prone to try to reproduce existing buildings—mistakes and all. There are very few distinctive and original college and university libraries in the United States.

Eighth, any librarian who has planned one building tends to be accepted as an authority by his colleagues, no matter how much or how little he knows.

Ninth, we still labor under the illusion that a library is a library, and that a man who knows something about public library buildings automatically is also an authority on college and university libraries, and vice versa. It isn't true.

Tenth, many librarians expect the A.L.A. to set up a clinical service to which they can turn for the solution of their problems.

These, and other considerations have held the committee to adopt a procedure to be used from now on out.

But before outlining the new procedure, a few words should be said about what the committee has done the last two years. It

has tried to answer specific questions as well as it could, and there have been many of these. It has seen to it that new building methods—such as modular planning—are written up, and that new ideas on library organization are discussed. These reports are to be found in recent issues of the *Journal of Higher Education*, *Library Journal*, *College and Research Libraries*, and the *American School and University Yearbook*. The committee has also cooperated with the Committee on Cooperative Building Projects organized by Julian P. Boyd. The contributions of the cooperative committee will soon be made available to the profession.

The committee has not distributed reading lists because that seems unnecessary and foolish. If librarians, of all people, can't dig out their own literature, they should quietly fold up their tents and go away.

New Procedure

We have come to see that our practice of answering questions by correspondence, by members of the committee, is, in the long run, a disservice to the profession. From now on we intend to urge librarians faced with a building program to call in a library consultant who will be capable of making a careful and thorough survey of the college or university's needs and problems and also capable of assisting in the writing of the program before it is given to the architect for execution.

We have come to consider the survey and the written program the critical points in proper library planning. And we believe that this work cannot be done by correspondence or through reading lists or by any central clinic. We think it important that a consultant go directly to the campus and study its problems on the ground. The consultant can be expected to review the final preliminary plan, but normally the preparation of the plans should be left in the hands of the architect and the librarian. The principal job of the consultant is to help in the forma-

tion of a well-thought-out and clearly stated program.

We expect to state clearly that such surveys cost money and that the services of a consultant are not free. But we shall also try to show that the cost of a survey is sure to be saved many fold. We know from actual experience that most college and university presidents will be quick to see the wisdom of having a survey made. Our task is to convince the librarian of the necessity of taking this step.

The committee will be prepared to list consultants who, in the judgment of the committee, are capable of doing the work. The committee will begin to concentrate its energies on the "education" of consultants.

The A.L.A. Headquarters Library will continue to do the job of collecting pictures and plans for the use of the profession. But it will channel requests for help and information directly to the committee.

The committee will, of course, be glad to assist in the finding of answers to spot questions of a specific nature, where the services of a consultant would not be relevant.

The committee is not in favor of the idea of establishing a buildings clinic at A.L.A. Headquarters, because it does not believe that such a clinic, no matter how well-supported financially, can materially assist in the truly important part of library planning; namely, the development and statement of the program. If money is to be available to finance such a clinic, the committee would prefer to have the use of this money in its program of developing competent consultants.

Inquiries should be addressed to the new chairman, William H. Jesse, librarian, University of Tennessee Library, Knoxville.

WILLIAM H. JESSE
EDNA RUTH HANLEY
BLANCHE PRICHARD MCCRUM
JOHN E. BURCHARD
EDWARD A. HENRY
RICHARD H. LOGSDON
RALPH E. ELLSWORTH

Personnel

IN NOVEMBER 1894 Justin Winsor hired a young man, just graduated from Harvard, as an assistant in the catalog department of the Harvard College Library. This marked the beginning of a long and outstanding career for T. Franklin Currier. He started as an assistant in cataloging and classifying, and was put in immediate charge of the catalog department in May 1902, a position which he held until his retirement in 1940. In 1913 he was made an assistant librarian, and in 1937 he received the appointment of associate librarian.

For many years previous to his retirement, he was at work on his bibliography of Whittier which was published in 1937. He then turned his scholarly interests to another American poet and in 1939 was granted a year's leave of absence to begin work on a bibliography of Oliver Wendell Holmes. When he retired the following year, he was given the title of Honorary Curator of New England Literature and Consultant in American Literary Bibliography in the university library. The same year he received a grant from the Milton Fund to help him continue his research. Up until a few months before his death in September, at the age of 73, he was still at work on the Holmes bibliography, attempting to solve, to his own satisfaction, the mere handful of bibliographical puzzles that remained. It is to be hoped that this work will be published in the near future, so that Mr. Currier's research will not be lost to scholarship.

During that period of almost half a century between 1894 and 1940, Mr. Currier worked under the administration of no fewer than six librarians. One regrets that he did not live to write his recollections of those years which mark an important era in the development of the world's largest university library. And they were not easy years. There was the move from the crowded quarters of old Gore Hall into the new Widener memorial building, a move which resulted in a rapid increase in accessions. There was the change from small cards to those of standard size, and the duplication of records in order to create both an official and a



T. Franklin Currier

public catalog. On top of all this confusion, the decision was made to combine the alphabetico-classed catalog with the author catalog, thereby producing a modern dictionary catalog. Then came the trying years of the First World War, followed by those of the depression. Such difficulties and problems as these Mr. Currier had to meet with no appreciable increase in his staff. Is it any wonder, then, that he felt obliged to work out economical methods? There was the need, and necessity proved to be the mother of invention. But it took a man of Mr. Currier's ability and shrewdness, with his gift for organization, to create a virtue out of the necessity.

Mr. Currier was both a capable administrator and a cataloger par excellence as well. He was an advocate of simplified rules for library cataloging, and his theories in this line were strengthened by the fact that he was also a bibliographer and a scholar. He was a pioneer in his endeavors for simplification, a "thoughtful rebel" as someone has so aptly called him; and the present tendency of libraries toward the adoption of those same principles for which he stood is a real tribute to him.

Hand in hand with simplified cataloging

went his ideas for what he termed "selective cataloging." In his own words this "method results in free omission of subject headings for books in foreign languages, for out-of-date books, for obsolete editions, and for technical treatises on abstruse subjects; it inclines towards recording under the correct subject headings comprehensive treatises, books of general interest, and live material on clearly defined and especially on minute topics."

He was constantly on the alert to improve procedures, and some of his greatest contributions to librarianship have been in this line. He is well known as the originator of the process known as preliminary cataloging, which has come to be adopted by several large libraries in the country, including the Library of Congress. It was part of a larger effort by which he strove to separate professional and clerical duties and is considered one of "the most significant contributions to the economy of cataloging." Mr. Currier himself described the process in the June 1940 number of *College and Research Libraries*.

Mr. Currier by no means limited his professional activities to his own institution. He served on several library committees, notably the A.L.A. committee for the 1908 edition of the *Catalog Rules* and the A.L.A. Co-operative Cataloging Committee, and he was chairman of the Committee on Incunabula for the new edition of the catalog code. He also expressed his views through many articles published in the various library periodicals.

In addition to his *Bibliography of John Greenleaf Whittier*, which has been described as being "as near perfection as any bibliography is permitted to be," Mr. Currier published in 1939 a volume entitled *Elizabeth Lloyd and the Whittiers; a Budget of Letters*. He also compiled and edited the *Catalogue of Graduates of the Public Latin School in Boston, 1816-1917*. This publication is of more than passing interest because Mr. Currier was a graduate of the school.

Nor were his interests limited to the library profession, for we find him a member of such a society as the Friends' Historical Association. His love for the out-of-doors, and for mountain climbing in particular, was reflected in his membership in the Appalachian Mountain Club.

For the members of his staff, Mr. Currier's

energy and enthusiasm were a never-failing source of inspiration. They respected and loved T.F.C., and, in the words of one of his associates, those of us whom he has left behind "have good reason to feel that something we may never experience again has passed from the picture in the Harvard College Library."—*Susan M. Haskins*.

THE Massachusetts Institute of Technology is most happy that it has been able to persuade Vernon D. Tate to leave his important work as director of the Division of Photographic Archives and Research at the National Archives to come to us as librarian. We hope that in his new task he will prove in the long run to be even more useful to the world of scholarship than he has already been.

Libraries may seek distinction in a number of ways. The two traditional, and hence most obvious, ones are by providing a macro-collection which by its all-embraciveness insures the scholar of a high probability of completeness in his research, or by creating smaller and exceptionally distinguished selective collections in special fields. Because of the regenerative nature of technological literature, neither of these is a natural objective for the library of an institution which specializes in technological matters, and M.I.T. is spared further regional responsibility by the

Vernon D. Tate



existence of its great library neighbors at Harvard University and in Boston.

There are other ways, however, in which a library may be distinguished and may render useful service or contributions to scholarly progress. One of these is surely by advancing the art of documentation and of getting the information in the document from the page to the mind of man. It is clear enough that the spate of publication in all fields is one which, quite aside from the library growth problem which has been well enough worried, offers potential frustration to future scholars or perhaps even to the scholars of today. There are a number of tools, technologically well along, which have possible application to this problem. It is entirely appropriate that M.I.T., which does have staff who have had a good deal to do with the production of the tools and who know a fair amount about their physical capabilities, should concern itself as well with their intellectual capabilities.

Such exploration might be made in any field of documentation and is perhaps more vitally needed in fields other than science, which by its precision has achieved a rather orderly treatment of its literature. But no serious observer of these matters will venture to guess that the scientific literature is in satisfactory shape. Because of its relative simplicity, it offers a reasonable place to begin experiments which, if successful, should have wider and possibly more important implications in other fields.

The appointment of Dr. Tate is, then, symbolic at least of our intention to make some contribution to this field, as well as of our intention that the scientific and technological collections at M.I.T. shall be solid, complete, and above all usable. His experience, moreover, will be applied to our interest in audio-visual education.

Dr. Tate is already so well-known in the library world and has achieved such a reputation that it would seem to me gratuitous to make any extended comment about his past record. We are happy that in addition to his technical accomplishments he is a trained historian, a man of broad interests, a man whose connections both here and in Europe are first class. We feel that in bringing him to M.I.T. we shall not only provide for our own needs in the best possible way but shall

also add a distinguished person to the group of librarians of whom Boston already has reason to be proud. He arrived at Cambridge on January 1, and after a six months' period of study and indoctrination will assume his new post on July 1.—*John E. Burchard.*

JERROLD ORNE, the new director of libraries of Washington University, St. Louis, began his library career at the age of sixteen as part-time assistant in the public library of St. Paul. After obtaining his B.A. and M.A. from the University of Minnesota, he studied at the University of Paris, 1934-35, then attended the University of Chicago, 1936-39, where he obtained his Ph. D. degree in Romance linguistics. In 1940 he secured his formal library degree from the University of Minnesota and served as a fellow in library science at the Library of Congress until his appointment as librarian of Knox College, Galesburg, Ill., in 1941. At the Library of Congress Dr. Orne surveyed the collections in Romance literatures and directed the removal to safe storage of irreplaceable books and manuscripts at the outbreak of the war. From 1943 to 1946 he served in the U.S. Navy. One of his duties was to organize the indexing unit of the Office of Research and Inventions, which coordinated the work done at over thirty research libraries. *The Subject Heading List for Naval Libraries,*

Jerrold Orne



second edition, 1946, which he compiled in collaboration with Lieut. Grace Swift, was a creditable by-product of his library work in the Navy.

Immediately following his separation from the service, Dr. Orne became chief of the Office of the Publication Board (subsequently renamed Office of Technical Services), U.S. Department of Commerce, Washington, D.C., where he streamlined the complex operations involved in acquiring, indexing, abstracting, and disseminating all documents from which military security restrictions had been removed since the end of the war. As an administrator, Dr. Orne succeeded in inspiring confidence in his crew of over one hundred technicians and librarians.

Dr. Orne brings to his new task the educational background of a scholar, a long-standing interest in library work, a record of diversified library training and experience, and proved executive ability. As a librarian, Dr. Orne possesses vision, enthusiasm, and common sense in an unusually high degree.—*Robert H. Muller.*

RALPH H. PHELPS was appointed director of the Engineering Societies Library on October 17 to succeed Harrison W. Craver. He had become assistant director in July 1945 and acting director in February 1946.

A chemistry degree, experience as a chemist

Ralph H. Phelps



(with the Bureau of Mines), and long service in the technical library field specially qualify Mr. Phelps for his key position. He served as assistant in the technology department of the Carnegie Library of Pittsburgh from 1928 to 1939, receiving his library degree during this period. From October 1939 through November 1942 he headed the technology department of the Birmingham, Ala., Public Library. In December 1942 he became librarian of the War Metallurgy Committee of the National Academy of Sciences, National Research Council, in which position he supervised the dissemination of secret and confidential research information to metallurgical research laboratories. This work also included the indexing and editing of National Defense Research Committee reports of the War Metallurgy Committee, which many technology librarians will recall having seen in the series of Office of Scientific Research and Development reports now being distributed by the Library of Congress.

Mr. Phelps received his education at Monmouth College, Carnegie Institute of Technology, and the University of Alabama. He has been active in library organizations and is a member of the American Chemical Society. He has written abstracts and articles for various engineering and library periodicals.

One of his main and continuing interests has been the improvement in quality and variety of reference books, especially in the scientific and technical field. This interest has led to his work in editing the Special Libraries Association's *Trade-Names Index* (1941) and to his appointment as a member of the Subscription Books Committee of the American Library Association.

Mr. Phelps has launched into his new duties with a vigor that indicates a reassertion of the position of leadership that the Engineering Societies Library has always held. He has demonstrated a concern for staff *esprit de corps* by timely action in the face of inflation. He has undertaken a notably successful campaign to publicize the library's variety of services in professional engineering journals and other publications. He has up his rolled-up sleeves many plans that I have been privileged to listen to, and I am sorry I cannot mention some of them here.—*Harry Dewey.*



Stanley L. West

ON Nov. 1, 1946, G. Donald Smith succeeded W. W. Foote as librarian of the State College of Washington at Pullman.

From the University of Vermont, where Dr. Smith has been director of libraries for the past two years, and from Maine, his home state, to the West Coast is a long jump. The move to a major position which needs an outstanding administrator, organizer, and builder capable of keeping constantly in view the educational aims of a university and of its library while dealing with the confused minutiae of administration, will be, however, just a good, brisk stride forward for him. With varied administrative experience behind him—at Colby College, Maine, as assistant librarian, 1933-36; at Mary Washington College, Virginia, as librarian, 1939-40; at Herzl Junior College, Chicago, as librarian, 1941-42; at the University of Chicago as assistant to the director of libraries, 1942-44; and at Vermont—there has been a steadily increasing emphasis in everything he has done on defining and stating aims, then systematizing, pointing up, and building up all library activities towards the fulfilment of those aims. His July Vermont library committee report on objectives, functions, and organization, the fruit of twenty months of study and preparation, followed by tearing apart by committees and rebuilding, is a chart by which any good library navigator could steer. The centraliza-

tion of fourteen separate libraries was just one move, but a big one, in getting the Vermont libraries on course.

Interspersed through his work has been study, at Columbia University and at the University of Chicago, where he received the Ph.D. degree in December. Concentrating in his dissertation on the content of student reading, he has also maintained an active interest in communications research during the past few years.

Dr. Smith brings to the State College of Washington a memory of varied library headaches and the diagnosis and cure for each and the ability to emerge from long stretches of hard work with an undulled sense of humor and a complete avoidance of irritableness. With years of editorial experience, an uncanny ability to see the strengths and weaknesses of any plan at a glance, and an unfailing vitality, Mrs. Smith will be a tremendous help to our Mr. Smith who has come to Washington.—*Robert H. Wilkins.*

STANLEY L. WEST became director of libraries of the University of Florida at Gainesville on November 18.

Mr. West received his A.B. at the University of California in 1933, continuing there an additional year as a graduate student in political science. Turning to the law, he was graduated from the University of Florida Law School in 1938.

While in law school Mr. West worked in the law library, and, liking it, decided as so many other librarians have done in similar circumstances, to make librarianship his life work. Accordingly, in the summer vacation of 1937 he entered the Columbia University School of Library Service and was graduated in 1942.

Upon his graduation from law school, Mr. West was made law librarian at the University of Florida, resigning that position in 1940 to become instructor in law and law librarian at the University of Pittsburgh. In October 1942, following the induction of David H. Clift, C. C. Williamson, then director of libraries at Columbia, invited Mr. West to take over Mr. Clift's post as assistant in charge of general administration, and he was granted leave of absence for that purpose.

For nearly four months following Dr. Williamson's retirement in June 1943 and

until the present director began active duty, Mr. West was executive head of a staff committee which administered the routine affairs of the Columbia University Libraries.

In November 1943 Mr. West entered the United States Naval Reserve, serving as communications officer on the U.S.S. *Wyandot* until his separation on Jan. 1, 1946. During this time his ship was active in the taking of Okinawa and was badly damaged by Japanese bombs.

Mr. West became associate librarian of the Columbia University Law Library on Feb. 1, 1946, and continued as executive officer of this library of 270,000 volumes until his departure for his new position. In addition to duties in the law library, he served as chairman of a personnel policy committee to compile a staff manual and was active in the affairs of the American Association of Law Libraries and of the Law Library Association of Greater New York. He leaves law librarianship with considerable regret and with a consistently successful record; however, the larger field of general university administration had an irresistible appeal.

Perhaps Mr. West's outstanding characteristic and one which has won for him the esteem and respect of faculty, students, and staff alike, is a perennial and youthful enthusiasm, tempered by a judicial mind and a realistic approach to administrative problems. Law librarians regret losing him, but are glad to present him, as an outstanding exemplar, to the wider field of the general university library.—*Miles O. Price.*

MORRIS A. GELFAND, assistant librarian at Queens College since its beginning in 1937, has been named librarian. This well-earned promotion has come on the occasion of his return from Army service and on the resignation of Charles F. Gosnell.

Mr. Gelfand's library career began at the Washington Square Library of New York University. His previous experience, as a member of the registrar's office and as a leader in student government, paid rich dividends in popularizing the library, and while there he put the ground floor reserve book room on a big business basis and helped bring out an unusually successful library guide.

When organization of the Queens College Library was begun in the summer of 1937,



Morris A. Gelfand

his was the first appointment to be recommended to President Klapper. He came to a library which had no books, no building, and no furniture. But with an amazing acumen he helped gather and improvise until within a few months the library was ready for students. He organized hordes of N.Y.A. and W.P.A. workers into really efficient projects that turned out prodigious quantities of useful work. His relations with faculty and students were most cordial, and through him the library became a real center of college life.

When he entered the Army in 1942 he was determined to see real action, but fate put him to cataloging in an Army library where he did such an outstanding job that he was sent off to become a statistical officer. He rose to the rank of major and served as adjutant of a bomb group in England and France. In September 1945 he was transferred and attached to General MacArthur's staff to organize Army libraries in the Pacific. With that job well on its way, he was released to inactive duty, and returned to Queens in August 1946.

He is well-equipped in personality, training, and experience to carry on the tradition of rapid but solid growth at Queens, and those who know him look to Queens to continue to set the pace for the sister city colleges.—*Charles F. Gosnell.*

CLARENCE H. FAUST, dean of the college of the University of Chicago, has been appointed dean of the Graduate Library School and professor of library science. He succeeds Ralph A. Beals, who resigned October 1 to become director of the New York Public Library. Dr. Faust received his A.M. and Ph.D. degrees in English from the University of Chicago and his A.B. from North Central College.



Clarence H. Faust

"The libraries of the country have great possibilities as agencies of education in a critical period of our history," Dr. Faust said, commenting on his new appointment. "The Graduate Library School is concerned in its program of research, publication, and training for librarianship with the problems which this opportunity and its corresponding responsibility present to librarians." Dr. Faust has been interested in reading and the apprehension of meaning and with the problem of the broad extension of general education through reading.

As dean of the college, Dr. Faust was responsible for implementing the new program of undergraduate education which the Uni-

versity of Chicago adopted in 1942. The program, administered and in large measure established by him, provides a four-year curriculum in liberal education beginning after the completion of the sophomore year of high school. Dr. Faust will remain acting dean of the college until his successor is chosen.

ALLEN T. HAZEN, who came to the University of Chicago in 1945 as associate professor in the department of English and bibliographer in the field of the humanities in the library, has been appointed acting director of libraries. Dr. Hazen took his bachelor's and doctor's degrees at Yale University and his master's degree at Harvard. From 1935 to 1943 he was instructor in English and assistant in the rare book room of the Yale University Library, and from 1942 until his appointment as bibliographer at Chicago he was an instructor at Hunter College. Dr. Hazen has made a special study of Samuel Johnson and his work. Among other writings, he is the author of *Samuel Johnson's Prefaces and Dedications* and compiler of *A Bibliography of the Strawberry Hill Press*.

Allen T. Hazen



Appointments

Edward A. Chapman, director of publications for Edwards Brothers at Ann Arbor, has been appointed librarian of Rensselaer Polytechnic Institute at Rensselaer, N.Y.

S. Hartz Rasmussen, librarian since 1941 of the Economic, Financial, and Transit Department of the League of Nations mission in Princeton, N.J., has been named librarian of the United Nations Library at Lake Success.

LeRoy C. Merritt, formerly librarian of the State Teachers College, Farmville, Va., is now an associate professor in the School of Librarianship of the University of California. He has recently been associated with the committee studying college and university library buildings.

Ray O. Hummel, Jr., of the Folger Shakespeare Library in Washington, is now chief catalog librarian of the University of Minnesota and assistant professor of the division of library instruction.

James M. Kingsley, formerly assistant director of the Biblioteca Benjamin Franklin in Mexico City, is now librarian of the University of Minnesota's Medical and Biological Library.

Eugene P. Willging, librarian of the University of Scranton, has been appointed assistant librarian of the Catholic University of America.

Beverly Ruffin is librarian of the State Teachers College, Farmville, Va. She formerly was head cataloger of the Northwestern University Libraries at Evanston.

Abigail F. Hausdorfer, librarian of the School of Library Service, Columbia University, is now librarian of Area I, Pennsylvania Area College Centers, Philadelphia.

Marietta Daniels has been appointed librarian for the Inter-American Assembly, Library of Congress. Recently she has been working for the A.L.A. International Relations Office.

Louis H. Bolander, assistant librarian of the United States Naval Academy, Annapolis, since 1925, has been appointed librarian.

Edward M. Heiliger, director of the Biblioteca Americana de Nicaragua, is now director-adviser of the central library and instructor in library science of the University of Chile at Santiago.

Evelyn Buckley is now head of the catalog department of the College of St. Thomas Library in St. Paul.

Eleanor Burke, after two years of service in the WAVES, has joined the library staff of the University of California in Berkeley as head of the loan department.

Eugene H. Wilson, director of the University of Colorado Libraries, has been appointed director of the summer session of the university.

Frances Burrage, University of New Mexico Library, is now reference librarian of Baylor University.

Mary E. Sparks, of the cataloging staff of Northwestern University Libraries, has been appointed head cataloger of the State Historical Society of Iowa Library at Iowa City.

Ray Jordan has become librarian of the law school, John B. Stetson University, De Land, Fla.

Gwendeline Miller is now assistant librarian of the College of St. Teresa, Winona, Minn.

Mrs. Julia P. Pavloff, reference assistant in the Municipal Reference Library, Milwaukee, has been appointed librarian of Milwaukee-Downer College.

Marjorie Jean Sprake, head of the preparations division of the Queens College Library, is now catalog librarian of the U. S. Merchant Marine Academy at King's Point, N.Y.

Elizabeth Long Porcher, formerly of the University of South Carolina Library, is now head of circulation for the University of Denver Libraries.

R. Malcolm Sills was appointed librarian of the Massachusetts State College at Ft. Devens, in September. He had been on the reference staff of the Harvard College Library.

Richard E. Barrows is in charge of reference, circulation, and reserves for the Massachusetts State College Library at Ft. Devens.

Anne E. Markley has been appointed assistant professor in the School of Librarianship of the University of California.

Genevieve Porterfield has left the Cleveland Public Library to become reference librarian of the University of New Mexico.

Elizabeth Simkins has become librarian and professor of library science, Western Maryland College, Westminster. She was formerly reference librarian, Georgia Institute of Technology, Atlanta.

Anna K. Fossler has retired from the librarianship of the California College of Arts and Crafts in Oakland.

Howard F. McGaw, former librarian of Memphis State College, is now director of Ohio Wesleyan University Library.

Harriet R. Peck, librarian of Rensselaer Polytechnic Institute for the past thirty-four years, retired on October 1.

Basil Mitchell, of the Reference Department of the New York Public Library, has been appointed librarian of the Journalism Library of Columbia University.

Eleanor L. Johnson, former head of the business library, Carnegie Library of Pittsburgh, has been appointed physics librarian at Purdue University.

Maurice D. Leach, Jr., has been appointed assistant librarian of the Texas College of Arts and Industries at Kingsville.

Jean Macalister is now associate reference librarian of Columbia University.

Elizabeth A. Quigley has been appointed librarian of the University of San Francisco Law Library.

Mabel Schulte is now librarian of Western State College at Gunnison, Colo.

Norbert D. West has gone from Brown University to be law librarian of Wayne Uni-

versity at Detroit.

William R. Roalfe, law librarian of Duke University, has been appointed librarian of the Elbert H. Gary Law Library of Northwestern University.

Mrs. Ruth Lowenthal is now head of the catalog department of the Ft. Hays, Kan., State College Library.

Ruben Weltsch, serials librarian at Amherst College, has gone to Kenyon College, Gambier, Ohio, as reference librarian.

Gladys M. Brownell is now head cataloger of the Colby College Library, Waterville, Me.

Dorothy M. Fenton, formerly librarian of Dakota Wesleyan University, is now librarian of Arkansas State College, Jonesboro.

Ruth M. Erlandson is now assistant librarian of Brooklyn in charge of reference. She has been reference librarian of the White Plains, N.Y., Public Library.

Esther Eytcheson has left the Department of Agriculture Library in Washington to become head cataloger of the Linda Hall Science Library, Kansas City, Mo.

Vivian L. Drake is now head of the acquisition department of the University of Cincinnati Library.

Dorothy Charles, formerly on the faculty of the Graduate Library School, University of Chicago, and Dorothy E. Cole, formerly librarian of the Graduate Library School, are now on the staff of the H. W. Wilson Company.

Recent Personnel Changes in Foreign Libraries

Prior to World War II there was an abundance of sources of information on the personnel of foreign libraries. The more or less frequent revisions of *Minerva* and the *Index Generalis* provided dependable current lists of library officials, and in many instances individual countries published directories similar to the *A.L.A. Handbook*. In addition, the *Zentralblatt für Bibliothekswesen* reported major personnel changes in its monthly issues.

In the chaos following the end of the war in Europe, revision of the great handbooks of the academic and learned world is patently out of the question. It is questionable whether the *Zentralblatt* will resume publi-

cation at any early future date. The lists of personnel changes in foreign research libraries which are included here are presented as news items rather than as a partial directory. Subsequent lists will be published as the information is received.

The compiler has received enthusiastic cooperation from librarians in many countries, of whom a few may be mentioned here: Dr. Carl Björkbom, Tekniska Högskolans Bibliotek, Stockholm; Mr. Peter Kleppa, University Library, Oslo; Dr. R. Edelmann, Royal Library, Copenhagen; Dr. L. Brummel, Royal Library, The Hague; Dr. Wolf Haenisch, Oeffentliche Wissenschaftliche Bibliothek (formerly Preussische Staatsbibliothek), Ber-

lin; Dr. Ernst Trenkler, Nationalbibliothek, Vienna; Dr. Albert Predeek, Postfach 2, Palais, Rossla, Harz; Dr. Joh. Melich, Hungarian Academy of Sciences (A Magyar Tudományos Akadémia Könyvtára), Budapest; Dr. Wilhelm Herse, Herzog-August-Bibliothek, Wolfenbüttel; and Mr. Arthur E. Gropp, Biblioteca Artigas-Washington, Montevideo.

SWEDEN

Stockholm

Dr. Carl A. P. Björkbom was appointed head librarian of the Tekniska Högskolans Bibliotek in August 1946 as the successor of Hilda Lindstedt.

Fredrik Hjelmqvist, who had been chief librarian of the Stockholm Public Library since 1928, was succeeded in 1941 by Knut Knutsson, who had served as "first librarian" in the Stockholm Public Library from 1929 to 1940 and then for one year as professor of Slavic languages at the University of Lund.

Henry Olsson resigned in 1945 as director of the Swedish Academy's Nobel Library in order to assume the chair of literary history at the University of Stockholm formerly held by Martin Lamm. Prof. Olsson's successor is Leonard Dal, who had served under him as sublibrarian.

Uppsala

Per Hebbe, former librarian of the Agricultural College (Lantbrukshögskolan), was killed in 1942 in an accident. He was succeeded by Lars Frykholm, formerly of the Library of Parliament (Riksdagsbibliotek), who took office in 1943.

Dr. Anders Grape, who had been honored in 1945 by a notable homage volume entitled *Donum Grapeanum*, retired in 1946 as chief librarian of the University of Uppsala Library (Carolina Rediviva). He was succeeded by Dr. Tönnes Kleberg.

DENMARK

Copenhagen

A new position known as "Rigsbibliotekar" (chief of all state libraries in Denmark) was created in 1943, and Dr. Svend Dahl was appointed the first incumbent. Prior to 1943 the Royal Library had its own director, Dr. Carl S. Petersen; and the University of Copenhagen Library (consisting of two divisions, viz., I. Humanities, and II. Natural

Sciences and Medicine) had its own director, Dr. Svend Dahl. On Apr. 1, 1943, Dr. Petersen retired, and Dr. Dahl succeeded him as director of the Royal Library. At the same time, however, Dr. Dahl is "Rigsbibliotekar" and continues as director of the University of Copenhagen Library. Dr. Lauritz Nielsen, formerly of the Royal Library, became assistant director of the university library in charge of Division I; and Dr. Jean Anker, of the university library, became assistant director in charge of Division II.

Soon after the Germans occupied Denmark, Dr. Victor Madsen of the Royal Library died. Dr. Madsen had been "first librarian" for many years and enjoyed an international reputation as an incunabulist and co-editor of the *Nordisk tidskrift för bok- och biblioteksväsen*. Along with Dr. Isak Collijn, emeritus librarian of the Swedish Royal Library, Dr. Madsen had served as a foreign member of the Kommission für den Gesamtkatalog der Wiegendrucke.

On Aug. 1, 1941, Helge Holst retired as librarian of the Polyteknisk Laereanstalt and was succeeded by Arne J. Møller, librarian of Danmarks Industriforenings Bibliotek. On Apr. 1, 1942, the libraries of the Polyteknisk Laereanstalt and the Industriforening were combined as Danmarks tekniske Bibliotek, and Mr. Møller was appointed as the chief librarian.

NORWAY

Bergen

Anton Mohr Wiesener retired on Aug. 30, 1946, as librarian of Bergens Museums Bibliotek and was succeeded by Hallvard Sand Bakken, who had been a librarian at the University of Oslo Library between 1935 and 1946.

Oslo

Hanna Lund retired as head of the catalog department of the University of Oslo Library on Jan. 15, 1942, and was succeeded by Harald Ludvig Tveterås. Miss Lund made important contributions to the classified catalogs of the university library.

Olaf Selmer-Anderssen retired in 1946 as librarian of the Nobel Institute for the Promotion of Peace (Nobel Instituttet). In September 1946 he was succeeded by Susanne Elisabeth Høøkenberg Mellbye, who had been

an assistant in the library of the Norwegian Ministry of Foreign Affairs between 1937 and 1946.

NETHERLANDS

Amsterdam

Dr. J. Berg resigned as librarian of the University of Amsterdam during the early part of the war and was succeeded by Dr. H. de la Fontaine Verwey.

Rotterdam

Dr. W. Leendertz resigned after the liberation of Holland from his office as librarian of the College of Commerce in order to accept a new appointment as professor in the University of Amsterdam. He was succeeded by Dr. T. S. Jansma.

Utrecht

Dr. A. Hulsof, director of the University of Utrecht Library, was suspended from his post immediately after the liberation and was imprisoned for more than half a year on charges of collaboration with the Nazis. He was subsequently discharged from his office and retired because of age. His successor is Dr. J. H. Kernkamp, previously a sub-librarian of the Royal Library in The Hague.

HUNGARY

Budapest

Dr. Joseph Szinnyi, formerly chief librarian of the Academy of Sciences (A Magyar Tudományos Akadémia Könyvtára), died on Apr. 14, 1943. On May 24, 1943, Dr. Joh. Melich was elected to his office by the academy.

Dr. Ivan Pasteiner has resigned as director of the University of Budapest Library and has been succeeded by Dr. Ladislaus Mátrai.

Dr. Joseph Fitz has resigned as head librarian of the Hungarian National Museum but continues in the service of the library. His successor as head librarian is Dr. Joseph Györke.

Debrecen

Dr. Stephan Nyireő has resigned as director of the University of Debrecen Library to assume a post in the Hungarian Academy of Sciences.

AUSTRIA

Graz

Dr. F. Gosch has been succeeded as director

of the University of Graz Library by Dr. W. Benndorf, who was dismissed from the government rolls during the Nazi occupation of Austria.

Vienna

Dr. Paul Heigl, director of the Nationalbibliothek from 1938 to 1945, has disappeared, and his whereabouts are unknown. Dr. Johann Josef Bick, director from 1923 to 1938, has returned to his former position.

Dr. Emil Wallner, former director of the Division of Manuscripts of the Nationalbibliothek, died in 1940 and was succeeded by Dr. Otto Brechler.

Dr. Robert Teichl, former vice director, and Dr. Robert Haas, former director of the Division of Music of the Nationalbibliothek, were retired on pension in 1945. Prof. Nowak of the University of Vienna succeeded Dr. Haas.

Dr. Johann Gans, who was replaced in 1938 by Dr. Alois Jesinger as director of the University of Vienna Library, has been restored to his former position.

Dr. Franz Heinrich Tippmann, former director of the Wiener Technische Hochschule, died in 1945. The office is now occupied by Dr. O. Lazar, who has returned from Stockholm.

GERMANY

The whole library situation in Germany is extremely confused. Aside from the loss of nearly ten million volumes (estimate of Dr. Albert Predeck) by the research libraries, the great state libraries in Munich and Berlin are shattered, little news is forthcoming from libraries in the Polish and Russian zones, and the great university libraries in Königsberg and Breslau had to be surrendered to the Russians and Poles respectively. Wholesale upheavals in personnel have occurred as the results of the catastrophes of war and the denazification processes. Dr. Haenisch has compiled a list of the present directors of German research libraries which is reproduced here in toto in order to indicate which librarians have remained in office and which have been replaced.

Aachen

Dr. Werner Schmitz, formerly of the Preussische Staatsbibliothek, has succeeded

Dr. Albert Huyskens as director of the Technische Hochschule Library.

Bamberg

Dr. Curt Höfner, formerly of the Bayerische Staatsbibliothek, has succeeded Dr. Max Müller as director of the Staatliche Bibliothek.

Berlin

The Preussische Staatsbibliothek and the remnants of the library of the Technische Hochschule in Berlin-Charlottenburg have been combined as the Oeffentliche Wissenschaftliche Bibliothek under the directorship of Dr. Rudolf Hoecker, formerly of the Technische Hochschule Library. Dr. Hugo A. Krüss, former director of the Preussische Staatsbibliothek, died on Apr. 27, 1945; and Dr. Albert Predeek, former director of the Technische Hochschule Library, was evacuated with the remains of his library to the Harz after it was largely destroyed by direct hits from aerial bombers.

Dr. Gustav Abb, former director of the University of Berlin Library, died in April 1945. His successor is Dr. Wieland Schmidt, formerly on the staff of the Preussische Staatsbibliothek by virtue of his position on the Kommission für den Gesamtkatalog der Wiegendrucke.

Bonn

Dr. Erich von Rath retired as director of the University of Bonn Library in 1942 and was succeeded by one of his assistants, Dr. Karl Lebach.

Braunschweig

Dr. Werner Spiess continues as director of the Stadtbibliothek.

Breslau

Dr. Josef Deutsch is no longer director of the University of Breslau Library. He is said to be working in the Landesbibliothek in Fulda, but this report has not been verified.

Cologne

Dr. Hermann Corsten continues as director of the university library.

Darmstadt

Walter Sbrzesny is no longer librarian of

the Technische Hochschule. Dr. Carl Rau is temporarily in charge.

Dresden

Dr. Ernst Koch has been succeeded as librarian of the Technische Hochschule by Dr. Christian Janentzky, formerly professor of literary history.

Dr. Hermann Neubert has been succeeded as director of the Landesbibliothek by Dr. Karl Assmann, previously a member of Dr. Neubert's staff.

Düsseldorf

Dr. Hermann Reuter continues as director of the Landesbibliothek.

Erlangen

Dr. Eugen Stollreither continues as director of the university library.

Frankfurt a/M

Dr. Hans-Wilhelm Eppelsheimer, author of the *Handbuch der Weltliteratur*, has succeeded Dr. Richard Oehler as director of the Stadt- und Universitätsbibliothek (including the Stadtbibliothek, Senckenberg-Bibliothek, and the Rothschild-Bibliothek).

Freiburg i/B

Dr. Josef Rest continues as director of the university library.

Giessen

Dr. Heinrich Clarius has been succeeded as librarian of the University of Giessen by Dr. Hugo Hepding, previously a member of his staff.

Göttingen

Dr. Karl Julius Hartmann continues as director of the university library.

Greifswald

Dr. Wilhelm Braun, formerly of the Stadtbibliothek in Stettin, has succeeded Dr. Walther Menn as director of the university library.

Halle

Dr. Richard Sander has been succeeded as librarian of the University of Halle by Dr. Franz Zimmermann, previously a member of his staff.

Hamburg

Dr. Gustav Wahl has been succeeded as librarian of the Staats- und Universitätsbibliothek by Dr. Hermann Tiemann, previously a member of his staff.

Hannover

Dr. Otto Leunenschloss continues as director of the library of the Technische Hochschule, but his collections have been evacuated to Nörten-Hardenberg, Hannover.

Heidelberg

Dr. Karl Preisendanz has been succeeded as director of the university library by Dr. Hermann Finke, previously a member of his staff.

Jena

Dr. Theodor Lockemann, formerly director of the university library, died in 1944. His successor is Dr. Viktor Burr.

Kassel

Dr. Hans Peter des Coudres has been succeeded as director of the Landesbibliothek by Dr. Wilhelm Hopf. Dr. des Coudres was listed in the 1938 *Jahrbuch der deutschen Bibliotheken* as director of the library of the Schutzstaffeln of the NSDAP in Burg Wewelsburg, Westphalia.

Dr. Thilo Schnurre continues as director of the Murhard-Bibliothek.

Kiel

Dr. Herbert Oberländer is no longer director of the university library. Dr. Heinrich Grothues, previously a member of Dr. Oberländer's staff, is the vice director in charge.

Königsberg

Dr. Carl Hermann Diesch, well-known as the compiler of the *Bibliographie der germanistischen Zeitschriften*, is no longer director of the university library. Unconfirmed reports have stated that he is in Holstein.

Leipzig

Dr. Heinrich Uhlendahl continues as director of the Deutsche Bücherei. Persistent reports that Dr. Uhlendahl was dead have proved to be without foundation.

Dr. Kielmeyer has replaced Dr. Fritz Prinzhorn as director of the university library.

Mainz

A new university was founded in Mainz in 1946, and Dr. Walter Menn, formerly director of the University of Greifswald Library, is the first librarian.

Marburg

Dr. Fritz Rohde continues as director of the university library.

Munich

Dr. Rudolf Buttmann has been succeeded as director of the Bayerische Staatsbibliothek by Dr. Franz Wenninger, previously a member of his staff.

Dr. Joachim Kirchner has been succeeded as director of the university library by Dr. Walter Plöbst, previously a member of his staff.

Münster

Dr. Josef Kindervater has been succeeded as director of the University Library by Dr. Christoph Weber, formerly on the staff of the University of Königsberg Library.

Rostock

Dr. Bruno Claussen continues as director of the university library.

Schwerin

Dr. Carl August Endler has been succeeded as director of the Mecklenburgische Landesbibliothek by Dr. Wilhelm Heess, formerly bibliographer for the Rostock Historical Commission.

Stuttgart

Dr. Theophil Frey has been succeeded as director of the Württembergische Landesbibliothek by Dr. Wilhelm Hoffmann, previously a member of his staff.

Dr. Paul Gehring has been succeeded as director of the Technische Hochschule Library by Dr. Walter Bauhuis, formerly on the staff of the University of Berlin Library.

Tübingen

Dr. Georg Leyh continues as director of the university library.

Weimar

Dr. Robert Hohlbaum has been succeeded as director of the Landesbibliothek by Dr. von Philippsborn.

Wiesbaden

Dr. Gustav Struck has been succeeded as director of the Nassauische Landesbibliothek by Dr. Franz Götting, formerly an archivist of the Goethe Museum in Frankfurt a/M.

Wolfenbuettel

Dr. Hermann Herbst, distinguished bibliographer of bookbinding literature, died on July 8, 1944, when a transport carrying him to Greece suffered a direct hit from an aerial bomber.

LATIN AMERICA

Montevideo

Arthur E. Gropp, director of the Biblio-

teca Artigas-Washington, was appointed director of the Official Library School of the University of Montevideo as of Nov. 1, 1945. He is continuing as director of the Biblioteca Artigas-Washington.

Rio de Janeiro

Dr. Rubens Borba de Moraes, formerly director of the Municipal Library in São Paulo, was appointed on Jan. 1, 1946, to succeed Dr. Rodolfo García as director of the National Library.

Santiago de Chile

Edward M. Heiliger, formerly director-librarian of the Biblioteca Americana in Managua, Nicaragua, has been appointed under a two-year contract by the University of Chile to organize its library school.

—LAWRENCE S. THOMPSON

Classification and Pay Plan

THE University of California reports the introduction of a new position classification and compensation plan for the library positions on the various campuses of the institution. The class titles and compensation schedules are as follows:

<i>Title</i>	<i>Salary Range in Step Increases</i>
Librarian 1	\$2400, \$2520, \$2640, \$2760, \$2880.
Librarian 2	\$2880, \$3000, \$3120, \$3240, \$3360, \$3480, \$3600, \$3720, \$3840.
Librarian 3	\$3900, \$4200, \$4500, \$4800.
Librarian 4	\$4800, \$5100, \$5400.
Senior Library Assistant	\$1980, \$2040, \$2100, \$2160, \$2220, \$2280, \$2340, \$2400.
Principal Library Assistant	\$2400, \$2520, \$2640, \$2760, \$2880.

On the basis of satisfactory performance, step increases are considered annually for Senior Library Assistant, Principal Library Assistant, Librarian 1, and Librarian 2; and are considered triennially for Librarian 3 and Librarian 4.

The Personnel Editor welcomes news of other classification and pay plans that are designed to cope with present conditions. A summary of such information will appear in the April issue.

Audio-Visual Aids

Business Education Visual Aids, 330 W. 72nd St., New York City 23, has been formed by Clifford Ettinger, editor and former business teacher. The new firm, BEVA, specializes in providing visual aids to teachers of business. It offers a selected group of films in the fields of accounting, consumer education, sales training, distributive education, duplicating machines, guidance, shorthand, and typing among others.

Committees, Conferences, Curricula

Pratt Institute Library School announces an elective course in special libraries which will be offered in the spring quarter starting Mar. 17, 1947. Instruction in this course will be given by Rebecca B. Rankin, librarian of the Municipal Reference Library of New York.

The university administration of Northwestern has created a library council. This council will be responsible for promoting co-operation among all the libraries of the university in an effort to provide a unified library program for Northwestern. William R. Roalfe, librarian of the law library, was elected secretary for the coming year. The council will meet quarterly and at such other times as may seem desirable.

The Reference Librarians' Council of the San Francisco Bay area is preparing a checklist of local and county histories. Plans are in process for making this into a state-wide project.

Gifts and Collections

James T. Babb, Yale University librarian, has announced Yale library's acquisition of a rare copy of a map depicting the siege of Yorktown. The map was executed by Maj. Sebastian Bauman, of the American forces, and represents the only American survey of the siege. Not only is the map valuable historically but it also represents a handsome example of the engraver's art in that period of American history. It was engraved by Robert Scot in Philadelphia in 1782.

The Sterling Memorial Library at Yale recently received 196 incunabula from Louis M. Rabinowitz, of New York. This handsome gift makes Yale one of the few libraries

News from

in the nation that owns 1200 or more volumes printed before 1501. Scholars will find this new collection useful since approximately half of the volumes are concerned with religious problems, some of these showing pre-Reformation questioning of various church practices. Literature and textbooks are also represented and a few legal and scientific volumes are included.

Yale library has been presented with printed materials and photostatic copies of documents used by the prosecution in the Nazi war trials. This interesting collection was donated by John M. Woolsey, Jr., a graduate of Yale and a member of the staff of United States chief prosecutor, Robert H. Jackson.

The Library of the New York State College of Agriculture at Cornell University has received a gift which probably makes it the most complete library on bee culture in the world. This collection donated by E. F. Phillips has been designated as the "Everett Franklin Phillips Beekeeping Library." It totals more than three thousand volumes and contains foreign as well as domestic publications.

Under the sponsorship of the Publications Committee on Bibliography, College Section, National Council of Teachers of English, Edna Hays has compiled *The College Teaching of English, A Bibliography, 1941-1944*.

Secondary Education in the South, edited by W. C. Ryan, J. M. Gwynn, and A. K. King and published by University of North Carolina Press (1946), should be of particular interest to teachers college librarians. This book, issued under the direction of Louis R. Wilson, contains a wealth of material about educational problems in the South. Limitation of the libraries serving secondary schools and implications for more extensive library training are indicated.

B. Lamar Johnson, dean of instruction and librarian at Stephens College, is the author of "Patterns of General Education" in the *Junior College Journal*, October 1946. Various educational programs are discussed, among these being the Great Books program and

the Field

general survey courses.

Statistics of Land-Grant Colleges and Universities, Year Ended June 30, 1944, prepared by L. E. Blauch and F. G. Cornell, has been issued as Bulletin No. 16 (1946) of the United States Office of Education.

The University of California Library at Los Angeles has issued *Know Your Library* (University of California Press, 1946). This is a small attractively illustrated manual for students and provides information to guide them in the use of the facilities of the library.

Northwestern University Library began publication of an informal mimeographed bulletin, *Northwestern Library News*, on Sept. 13, 1946. Issued weekly, this publication carries news of special interest to Northwestern librarians.

"The Last Canute" by Garrett Hardin, assistant professor of bacteriology at Santa Barbara College, appears in the September 1946 issue of *The Scientific Monthly*. College and university librarians will want to read this cleverly written article which criticizes book-collecting and preparational procedures in libraries.

The Oregon State Archives has issued the first of a series of six mimeographed inventories of Oregon records in its collections.

Indian Librarian, published at P.O. Forman College, Lahore, is a new publication devoted to the development of librarianship and libraries in India. The first number was issued in June 1946 and contained papers by S. R. Ranganathan, M. L. Nagar, and others. Of the ten contributing editors of the new journal, seven are associated with college or research libraries. In a foreword to the first number, S. R. Ranganathan, who is president of the Indian Library Association and librarian of Hindu University Library (Benares), writes that the function of the

library profession is "to collect, organize, and serve exactly and expeditiously all recorded thought. To discharge this function efficiently, the profession should develop an ever-widening human outlook and keep on perfecting an ever-sharpening technique. This, it has to do on a cooperative basis." Sant Ram Bhatia is the editor of *Indian Librarian*.

The Catholic Book List, 1946, edited under the auspices of the Catholic Library Association, has been published by the Department of Library Science, Rosary College, River Forest, Ill. An annotated bibliography, it is intended as a guide to contemporary literature "written in the Catholic tradition."

Scholarships The University of Pennsylvania is offering five library service scholarships to full-time students. The scholarships will be awarded on the basis of the students' academic ability and financial need. The scholarships carry no cash stipend but offer each recipient the opportunity of earning credit towards tuition fees not to exceed \$400 for two consecutive terms. An interesting aspect of this new plan insures that holders of scholarships will be assigned to library projects associated with their particular field of study. "Ten hours' work per week for thirty weeks per year, or sixteen weeks for either semester, are required of a scholarship holder." These scholarships may be renewed for not more than four academic years. Application forms may be procured from the office of the director of libraries, Charles W. David. The first scholarship was awarded to Wallace Schultz, a student in the graduate school of arts and sciences. "Mr. Schultz is preparing a doctoral dissertation on Theodore Dreiser, and will work in the collection of manuscripts and letters which Mr. Dreiser presented to the University of Pennsylvania shortly before his death last year."

Review Articles

Two College Programs

A College Program in Action: a Review of Working Principles at Columbia College. New York, Columbia University Press, 1946. xi, 175p.

"Report of the Committee on the Course of Study." [New Haven] Yale College [1945] 45p. (Mimeographed.)

In his *Nicomachean Ethics* Aristotle observes that just as the way to play the harp is to play the harp, so the good life can be achieved only by practice. The Columbia and Yale professors who have prepared the reports under review seem to have taken this or similar advice to heart. Their studies are addressed to practical rather than theoretical problems of collegiate instruction in their respective institutions. Neither committee indulges in *obiter dicta* about collegiate education in general. Such studies should be welcome to all those interested in higher education, for we have had many sets of college objectives for each clearly articulated and feasible program for carrying out these objectives. It is relatively easy to point the way to educational heaven but difficult to reach the destination over the rough roads of clashing departmental interests and the detours caused by the budget. Furthermore, no one seems to have succeeded in showing us how to tell when and whether our passengers have arrived at the destination. In plain language, objectives are easier to determine than the best ways of reaching them with available personnel and budget, and both are easier than the evaluation of our program and product.

The Columbia and Yale committees share two fundamental assumptions with regard to collegiate education for their institutions. The first is that their colleges should stress the intellectual development of their students, and the second is that a liberal arts program is the chief instrument for intellectual development. The Columbia report defines the liberal arts as "all studies that contribute to the art of living, as distinct from the channeled preparation for making a living." The Yale professors' objectives are "programs of study

which will equip (the student) to live magnanimously and intellectually in the modern world."

Despite agreement on these two assumptions, the Columbia and Yale reports differ radically in purpose and scope. The Columbia committee has been charged with the examination of any and all problems which affect the success of the college program; the Yale committee is limited to consideration of the courses of study and their administration. The Columbia report is addressed to professional colleagues in other institutions and to interested laymen as well as to the Columbia faculty, while the Yale study was made for the use of the Yale College faculty alone. The Columbia men stress the continuity of the new plans with the college program of the past twenty-five years; the Yale report advises a more radical break with the former curriculum.

A College Program in Action begins with admissions plans and recommends a faculty standing committee to aid the university admissions office in marginal cases, the requirement of satisfactory evidence based upon a written examination that candidates have mastered the English language to a degree which indicates ability to do college work and that approximately one-third of the student body should be selected from Greater New York, one-third from a 50-mile radius, and one-third from remoter points.

Columbia College has long been a pioneer in experimentation with survey courses at the freshman and sophomore levels which integrate the subject matters of the social sciences, the humanities, and, more recently, the sciences. The committee has no significant changes to suggest in these courses, with the exception of the science survey. In place of the present survey courses in science which have never been required of all undergraduates and which have never fully integrated the presentation of the several sciences, the committee recommends that a well-integrated two years' course in the natural sciences be required for all students who are candidates

for a degree, quite irrespective of whether such students plan to enter one of the scientific professions or not. This course should be staffed by men who are prepared to give competent instruction in all of it and not simply in some fragmentary portion. The primary aim is to provide familiarity with the principles and methods of science.

Except for the revision of the introductory courses in science, the Columbia committee is more concerned with curricular problems of the upper than of the lower college years. The fundamental problem is to get students to recognize the value of consistent mental discipline in their junior and senior years. The college has been working toward an offering which will permit one of three educational choices, under advice: (1) specialization; (2) intensified study within two or three related fields; or (3) even broader acquaintance with the advanced reaches of the liberal arts. For these purposes, the college offers colloquiums, seminars, lecture courses, and reading courses.

Other interesting curricular suggestions are: increased stress upon the literature and verbal facility in foreign language courses to replace mere "reading knowledge," plans for supplementing the work of the English department through cooperation of instructors in subject fields in checking papers which contain inept English, and extension of requirements for physical education to the junior and senior years.

Under administration the committee recommends a committee on policy to be appointed by the dean to act as a cabinet, more compensation for assistants to the dean, a committee on honors, more initiative for college departments in budgetary matters and in forming college departmental policies.

The college library is given a page in the report under equipment and facilities. Despite this unpromising position the committee seems to be more aware of the relation of the library to the total college program than is evidenced in most publications of this type. The college librarian is a member of the teaching staff of contemporary civilization but is not a member of the college faculty. He has provided open-shelf space for books related to upper college courses. This permits the display not only of books regularly assigned but of additional volumes related to

the subject. Rooms for the use of seminar groups are provided with books relating to the topics discussed by groups occupying the rooms.

The report of the Columbia committee seems weak in two respects to this reviewer. First, the problems connected with securing and keeping the services of the best college teachers have not been adequately explored at the level of either junior or senior members of the teaching staff. This is of great importance in a program which involves finding men to staff such courses as the new science survey. Such men should be at home in several sciences. This means that a new type of scientist must be developed who places teaching above research, at least research of the specialized type that has in the past led to recognition. Yet the committee on plans has not attacked the problem of promotion with concrete recommendations. The committee recommends that assistants and instructors who constitute almost one-half of the teaching force of the college be retained no longer than five years if they are not to be promoted eventually. This is a salutary rule in many respects; nothing is more sour than an ambitious person in a dead end. But is promotion to be based upon research or on teaching contributions, or are the two abilities usually, invariably, or equally found in the same person? If the answer to the last part of this question is affirmative, the matter is simple. If it is not true, the college administrators would seem to be faced with the problem of evaluating teaching as against research ability. The standards for evaluating research contributions are fairly tangible; the criteria for measuring a good teacher are nebulous. The committee would have performed a great service to teaching at Columbia and elsewhere if they had pressed recommendations for the evaluation of teaching and for greater attention to teaching ability by those responsible for making college promotions.

Second, in a program such as has been outlined, a strong case might have been made for faculty status for the position of college librarian. This officer should know in detail the purposes, techniques, and problems of every member of the teaching staff of the college as they relate to students and materials. Such a person would have much to

contribute to the over-all direction and evaluation of the college program, if he enjoyed the status and privileges of a member of the permanent faculty of the college.

Yale Plan

The proposals of the Yale committee fall into three main plans: (1) the standard program for the great bulk (perhaps 85 per cent) of the candidates for the bachelor of arts degree; (2) the scholars of the house program, an honors plan dealing with juniors and seniors only; and (3) an experimental program which would apply to the student from his entrance to his graduation.

The standard program falls into four phases. The first is basic studies which includes requirements in English, modern language, and systematic thinking. The requirements in systematic thinking may be met with a course in mathematics, logic, or linguistics.

The second phase is the program of distribution and requires at least one course in: inorganic science, organic science, the classics or classical civilization, sciences of society, literature and the arts, and courses in integration. The purpose of the courses in integration which are to be constructed are to "pull together the student's learning and to show him how synthesis may be made in the modern world today. The courses offered here are philosophical, historical, and synoptic."

The third phase is the requirement for summer reading throughout the student's college career. The sample program for the summer following the freshman year lists twenty titles distributed through the fields of English and American literature, European literature, biography and history, studies of society, and science. Candidates must read and be examined upon eight of these titles, at least one and not more than two being in each group. If he so desires, the student may elect to read in a modern foreign language from lists to be prepared by those departments.

The fourth phase is a program of courses leading to a major. At least one-half the time of the last two years will be devoted to the major subject. Interdepartmental majors are provided.

The scholars of the house program, a title first employed by Bishop George Berkeley,

will allow the exceptionally mature and able student to set up a plan of study which will largely free him after the sophomore year from formal requirements. His work will culminate in an essay which should be mature and distinguished.

The experimental program is planned for thirty or forty men—a cross section of a normal class. All courses in the first two years are prescribed in this program. At the end of the second year the student selects one of five field majors: history of the West, studies in society, literature and the arts, general science, and philosophies and religions. Within each of these fields three categories of course work should be designated: information and concentration; breadth and relation; theory and interpretation.

The skeleton outline of the Yale programs given above is enriched in the report with specifications for many of the courses and with detailed consideration of such possibilities as passing from one to another of the three plans.

Both the Yale and the Columbia plans seem to the present reviewer to be open to criticism on the ground that no consideration has been given to specific techniques for evaluating the new proposals and courses. For example, how will the Yale faculty determine whether their experiment in the experimental program "worked"? No criteria have been set up by either group for evaluating either student development or teacher efficacy. Evaluation of the educational process should go beyond new courses, or whole curricula, to a consideration of how faculties can judge whether their efforts in the years to come under the new organizations are more effective than under the old curricula.

It is easier to call for evaluation than to suggest how it could be accomplished. Obviously, airtight proof of the superiority of the new programs over the old is out of the question since education is not an exact science in the same degree as physics or chemistry. But some approach to an answer to the question whether these programs are effective or not might be possible if careful records were kept of the development of alumni over a ten- or twenty-year period following graduation. For example, one of the objectives of the Columbia Physical Education Department is to form habits of exercise and health

which are the basis for physical fitness throughout the rest of life. Periodic surveys of the health of Columbia College alumni as compared with men who have enjoyed comparable education in other colleges might be useful in improving the college health program. Again, intellectual development of alumni of these colleges might be evaluated through surveys of their reading interests, levels, and critical ability. Unless a substantial proportion of the alumni have grown in these and other respects such as civic responsibility during a ten- or twenty-year period following graduation, the college can claim little credit as an educational institution.

The alumni do not enter the picture in either of these plans under review. They are, however, one key to the problem of evaluation of the worth of the college to society. Granting that this is an enormous, complicated, and expensive job and one which will not yield completely to scientific methods, some attempt certainly should be made by at least a few pioneer colleges and universities, perhaps with the help of funds from research foundations, to test the social worth of their product, not only on commencement day, but on the day of judgment. In this way the results of education can be measured.—Neil C. Van Deusen.

Controversies in Education

Education for Modern Man. By Sidney Hook. New York, Dial Press, 1946. xiv, 237p.

Education may have few certainties but it has many controversies. Sidney Hook is one protagonist in the current controversy between the progressive school of thought, which has been entrenched in educational theory for some time, and the heritage or common discipline school of thought, which bids fair to dislodge the defenders. A disciple of John Dewey, Mr. Hook is on the progressive side.

The contribution of *Education for Modern Man* can be more readily appraised against some notion of the issue itself. Both contending groups seek by and large the same educational objective of high intellectual competence. One group, the challenger, stresses a central core of recurring problems and permanent values. It believes that critical examination of our heritage and of what great men have said about essential human problems will lead to the desired competence. And it holds further that all persons should be subjected to this common discipline. The second and more established group, which Mr. Hook defends, stresses the immediacy of problems and the pragmatic nature of values. It believes that emphasis upon the current scene will lead to the desired competence. And because men differ in their capacities and potentialities, it favors individualized programs of study.

The issue is clearer in theory than in practice and clearer in the accusations than in

the professions of faith of the protagonists. Most schools fall somewhere between the two extremes. Most educational theories contain some elements from both sides of the argument; Mr. Hook, for example, specifies study of the past among his content of instruction and recommends attention to the natural sciences by all students. The issue is really sharp only when one reads what the opponents on each side claim the other side stands for.

The controversy might be termed "The Battle of the Books." Perhaps when all the epigrams and recriminations are removed, it comes down to a question of whether *Mein Kampf* or *The Prince* is better suited to fostering an understanding of totalitarianism. The current controversy in education is partly a problem in book selection, a problem not unfamiliar to librarians.

Mr. Hook, following the prescription of polemic writing, divides his attention between demolishing his opponents and pressing his own views. He is most incisive in the role of critic. The "stupendous and dangerous ambiguity" of Meiklejohn, the "atrocious logic" of Robert Hutchins, the "recognizable absurdity" of Mark Van Doren are demonstrated. Judging from Mr. Hook's adjectives, his opponents are hardly worth his mettle. Yet he returns again and again to the fray, with all the fury of a fox terrier demolishing a rag doll.

Mr. Hook's criticisms would cast greater illumination if they had more light and less heat. His particular obsession is the program

of St. John's College which is based upon some hundred odd "great" books. He persists in treating the books as ends in themselves—"old material," "the past for the sake of the past"—rather than as means as claimed by their users, and he disregards the examination of the books in discussions which are quite likely to begin with a relevant question based on last night's newspaper. The great books program may be a mistaken means to the end in mind; it may be a means not suited to college students. But the repeated charge that it is a burying in the past reveals only a historical knowledge of the books and only a superficial knowledge of the program, and advances the discussion not one whit.

The opposition to new currents in *Education for Modern Man* does not mean that the book defends the status quo. Mr. Hook's scorn of present education is exceeded only by his scorn of those who are trying to do something about it. He calls for a return to the tenets of progressive theory, which he claims have seldom been widely and wisely applied. Those who associate progressive

education with complete freedom in education will be surprised at many elements in this application of the Dewey position.

The content of education should be "... selected materials from the fields of mathematics and the natural sciences, social studies, including history, language and literature, philosophy and logic, art and music." It should be taught by a controlled critical or scientific method. It should be aimed simultaneously at vocational and liberal education. The aim is set, the content prescribed, the method rigorous. Freedom of choice and adjustment to individual differences are to occur only within this framework. Mr. Hook in this volume has really adopted a middle ground, and from this stems whatever contribution he has made.

Education for Modern Man is by turn eloquent and turgid, balanced and intolerant, satisfying and aggravating. It has within it a positive program of modern education. I suspect that it will go down more as a tirade against one school of thought than as a contribution to the other.—Lowell Martin.

Responsibilities in Higher Education

Proceedings, 1945: Emergent Responsibilities in Higher Education. Institute for Administrative Officers of Higher Institutions. Compiled and edited by John Dale Russell with the assistance of Donald M. MacKenzie. Chicago, University of Chicago Press, 1946. 142p.

The twenty-third Institute for Administrative Officers of Higher Institutions continues the series of contemporary inquiries into the status of undergraduate instruction begun in 1923. Many of the earlier volumes were devoted to particular academic issues, such as the training of college teachers or tests and measurements, and drew their value from the wealth of expert knowledge brought to bear on a specific problem. The present volume follows a pattern begun in 1937 with *Current Issues in Higher Education* and continued with such titles as *New Frontiers in Collegiate Instruction* and *Higher Education in the Postwar Period*. These are admirable subjects all, and quite proper material for an institute, but the very broad scope of the subject inevitably brings with it a thinness of

treatment which makes *Emergent Responsibilities in Higher Education* a high-sounding title which its eleven papers can hardly be expected to approach.

One quickly discovers that the "emergent responsibilities" have been present all of the time, that they are indeed the same ones meant or implied by "Current Issues" and "New Frontiers." The institute appears to have become a tradition; it must be held each year; and a program must be put together. Headlines of the commercial and educational press are scanned, a list of "emergent responsibilities" is made, and individuals are drafted to prepare the necessary papers to be given at the institute. So far, so good. All of this is right and proper. Administrators ought to meet once a year to thrash out the new and puzzling ramifications of their old problems. But before publication of that thrashing about is authorized, it should be fairly certain that all of the commotion has produced something more than a classroom presentation of seminar assignments. If the individual papers are good they can find adequate space in the

regular periodical press, and wider distribution and much better bibliographic access as well. But they should not be published as a group unless they constitute a tightly organized contribution to a specific subject of importance which has not been otherwise treated so well.

Some of the individual papers in this symposia are important and deserve both better company and better format. One of these is Newton Edwards' "Historic Relationships of Colleges and Universities to the Communities and Societies in Which They Have Flourished," a cogent and significant statement of the responsibilities of higher education in all times.

Another is J. D. Williams' "Adult Education Activities in the Liberal Arts College." When the administration and faculty of Marshall College became conscious of the basic problem of misunderstanding between labor, management, and the public, it was proposed to hold a meeting with representation from the college faculty, labor, and management. Labor was enthusiastic; management was not and proposed that two separate meetings be held, one attended by management and the college officials, the other attended by labor and the college officials. The results were more than gratifying: "The respect exhibited by the faculty members for these men when

they left was good to see, and the increased respect felt by these guests for the 'long-haired professors' was just as satisfying."

A "Historical Survey of Faculty Participation in University Government in the United States" by George G. Bogert is followed by an apparently impromptu debate between Ernest C. Colwell, president of the University of Chicago, and Ralph E. Himstead, general secretary of the American Association of University Professors, on the general topic of faculty participation. The two men are really not so very far apart in their views but are so much on the defensive of their ex officio positions that they offer little that is new or enlightening to the historical survey previously presented by Professor Bogert.

In addition to these matters, three papers are devoted to the general subject of counseling, particularly of veterans and war workers, two to the improvement of senior college curricula, and one to university extension. All of these, and those discussed above, are the concern of higher education, may indeed be responsibilities of higher education, but to give these, and these only, the title of *Emergent Responsibilities in Higher Education*, is to overburden seriously the semantics of the English language and to just as seriously underrate the importance of higher education in America.—LeRoy C. Merritt.

Research in the South

Research and Regional Welfare; Papers Presented at a Conference on Research at the University of North Carolina at Chapel Hill May 9-10-11, 1945. Edited by Robert E. Coker, with a foreword by Louis R. Wilson. (University of North Carolina Sesquicentennial Publications, Louis R. Wilson, Director) Chapel Hill, University of North Carolina Press, 1946. xvi, 229p.

In celebration of its one hundred and fiftieth anniversary, the University of North Carolina embarked upon a series of publications relating to most phases of the university's work. These seventeen volumes, published or projected, give greatest emphasis to the various aspects of research activities by the university.

Research and Regional Welfare is a collection of papers presented at a conference on

research held at the University of North Carolina in May 1945. The conference program was arranged and the volume of papers edited by Robert E. Coker, Kenan Professor of Zoology at the University of North Carolina. Coming as it did, just after V-E day, the conference record bears many evidences of the tensions and emphasis of a war period.

The range of subjects discussed was wide, from nutrition to literature, from fish culture to marketing. In general, the topics discussed were suggestive of fields in which research would promote the welfare of the Southern regions as defined by Odum. There was no attempt to outline all needed research but rather to call attention to the possible values of research to the South. The implications for resources for research in the South, however, are evident.

A varied and notable group of persons participated in presenting the fifteen papers, including one state governor, three university presidents, two university professors, and three representatives each of private research foundations, industrial corporations, and the federal government. That such a large portion of the papers were from nonacademic sources may appear queer unless the observer realizes that research in universities is today only a small fraction of the total research being done. Universities maintain their position as research institutions largely through their emphasis on "pure research" into the fundamental nature of things which forms a philosophical and methodological basis for much of the "applied research" done by industry.

The viewpoint predominating the papers under review was that of the researcher exploring the fields of science and technology for processes which might bring about an industrial and economic revolution in the South. This point of view can be safely reduced to a four-part syllogism:

Research is essential to industry;
 Industry is essential to economic prosperity;
 Economic prosperity is essential to Southern welfare;
 Therefore, research is essential to Southern welfare.

References to this proposition are made in most of the papers; for example, Milton Fies, consulting engineer and trustee of the Southern Research Institute, points out that to persons in the territory east of the Mississippi and north of the Ohio, there were granted 78 per cent of all patents issued from 1934 to 1944, while to persons in the Southeast there were granted only 3 per cent. During the same period, 89 per cent of the industrial research occurred in the Northeast, against 2 per cent in the Southeast. The relation between these two items of patents and research is not one of chance.

Attention is called at many points to the fact that the Southeast constitutes, perhaps, the greatest untapped source of raw materials in the United States. That these natural resources have not been developed can in most cases be traced to some deficiency in our technological information which can be supplied only by research. To cite one example,

the Southeast fails to produce enough beef to supply its own needs, yet it is the most rural section of the country. There has been much emphasis on developing a beef cattle industry, but two difficulties interpose serious economic hurdles. First, there has not yet been developed a local source of starchy feed to compete successfully with corn grown in Iowa; and second, there are endemic parasitic diseases retarding cattle growth which have not yet been controlled. Research may in time overcome these difficulties.

Yet among the papers were two which dropped words of caution. Research, these men felt, has a moral responsibility. "More funds for research is not enough," David E. Lilienthal, of T.V.A., states. "More fine laboratories, more extensive projects in social research are not enough. Unless research and technology are consciously related to a central purpose of human welfare, unless research is defined and directed by those who believe in and who have faith in people and in democratic ends and means, it may well be that the more money we spend on research the further we miss the mark." How much truer in this post-atomic bomb era!

Mr. Lilienthal's comments suggest, but do not mention, the conflict for control of research now going on. There are those who fear that industry, if given complete control over research, might not use that research for social welfare, while there are those who have equal fears of governmental control.

The second note of caution comes from Avery Craven, of the University of Chicago. "Happiness is not entirely a matter of things," he warns, "it is more than prosperity. It has to do with a way of life and a set of values. Traditions cannot be ignored without cost and the South by merely becoming like the industrial North will not automatically end all her troubles or gain all satisfaction."

The volume, *Research and Regional Welfare*, presents a prospectus for a broad and concerted research program for southern development, similar in many respects to the research program of the Pacific Northwest. Every person interested in the economic and social conditions of the South should read these fifteen essays. They contain many thought-provoking ideas for librarians who are in any way associated with research.—*Ralph H. Parker.*

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Narrow Binding Margins

The Council of A.L.A., at the Buffalo meeting, passed a resolution against the unnecessary continuance of poor wartime formats for books, especially inadequate back margins, which make rebinding excessively expensive or even impossible. The resolution was sponsored by three A.L.A. committees: Book Acquisitions, Bookbinding, and Joint Committee of A.L.A. and L.B.I.

The resolution points out that narrow margins are "wasteful of library material by necessitating premature discard" and that "allowing adequate inner margins would not in any way increase production costs." It urges that "the disapproval of librarians be recorded and called to the attention of publishers" and that "every effort be made to encourage publishers to consider the needs of libraries and to discourage the costly practice." The resolution does not refer to the twenty-five-cent paper-bound pocket-type books.

The arguments of paper shortage, production economy, and reduction of unnecessary presswork are not arguments for inadequate inner margins. Given the same size paper page and the same size type page, it is just as easy and economical to place the type on the page where it will give adequate inner margins and narrower outer margins. In many cases, with the same number of words to the page, some white space may be taken from the bottom margin and put into the inner margin.

Every effort should therefore be made to discourage the production of any more narrow margin books of the types bought by libraries. Unless this is done, libraries will have difficulties for years to come, particularly with titles which are allowed to go out of print.

Librarians are urged to report titles (with information about publisher, etc.) to the undersigned at Georgetown University, Washington 7, D.C.

—PHILLIPS TEMPLE

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